

Appendix A. Search Strategies

Table A-1: PubMed search strategies

Search terms		Search results
#1	Autistic[tiab] OR autism[tiab] OR autistic disorder[mh] OR asperger syndrome[mh] OR child development disorders, pervasive[mh:noexp] OR asperger[tiab] OR asperger's[tiab] OR aspergers[tiab] OR pervasive development[tiab] OR pervasive developmental[tiab] OR pdd[tiab]	26442
#2	therapy[sh] OR therapeutics[mh] OR teaching[mh] OR psychotherapy[mh] OR treatment outcome[mh]	6660534
#3	#1 AND #2 AND eng[la] AND humans[mh]	6377
#4	newspaper article[pt] OR letter[pt] OR comment[pt] OR case reports[pt] OR review[pt] OR practice guideline[pt] OR news[pt] OR editorial[pt] OR historical article[pt] OR meta-analysis[pt] OR legal cases[pt] OR published erratum[pt] OR congresses[pt]	4864950
#17	#3 NOT #4 AND 2000:2013[dp]	2505

Key: [mh] Medical Subject Heading; [tiab] title/abstract word; [pt] publication type; [sh] subheading; [dp] publication date; [la] language; [pt] publication type

Table A-2: PsycINFO search strategies (ProQuest interface)

Search terms		Search results
#1	SU.EXACT.EXPLODE("pervasive developmental disorders" or "aspergers syndrome" or "autism")	24282
#2	SU.EXACT.EXPLODE("Treatment") OR SU.EXACT.EXPLODE("Medicinal Herbs and Plants") OR SU.EXACT.EXPLODE("Dietary Supplements") OR SU.EXACT.EXPLODE("Nutrition") OR SU.EXACT.EXPLODE("Vitamins")	562313
#3	#1 and #2 and DTYPE(journal article) and (ME(empirical study) or ME(field study) or ME(followup study) or ME(longitudinal study) or ME(prospective study) or ME(qualitative study) or ME(quantitative study) or ME(retrospective study) or ME(treatment outcome/clinical trial)) and LA(English), limited to peer-reviewed journals and human population, limited to publication date 2000 to present	1089**

Key: DE subject descriptor; PT publication type; ME methodology; AE age group

Table A-3: ERIC search strategies (ProQuest interface)

Search terms		Search results
#1	SU.EXACT.EXPLODE("Autism") OR SU.EXACT("Pervasive Developmental Disorders") OR SU.EXACT.EXPLODE("Asperger Syndrome")	9380
#2	SU.EXACT.EXPLODE("Therapy") OR SU.EXACT.EXPLODE("Intervention") OR SU.EXACT.EXPLODE("Outcomes of Treatment") OR SU.EXACT.EXPLODE("Special Education") OR SU.EXACT.EXPLODE("Dietetics") OR SU.EXACT.EXPLODE("Nutrition") OR SU.EXACT.EXPLODE("Adapted Physical Education") OR SU.EXACT.EXPLODE("Therapeutic Environment") OR SU.EXACT.EXPLODE("Food")	80298
#3	#1 and #2 and LA(English), limited to peer reviewed journals, 2000 to present	1782**

Key: DE subject descriptor, KW keyword

Appendix B. Screening and Quality Assessment Forms

Abstract Review Form

REF ID:	Reviewer Initials:		
1. Addresses intervention approach and outcomes for young children (0-12 years) with ASD or at risk for ASD.	Yes	No	Cannot Determine
2. Original research (includes primary research studies and systematic reviews and meta-analyses)	Yes	No	Cannot Determine
3. Includes individuals with ASD in target age range (0-12 years).	Yes	No	Cannot Determine
4. Addresses one of the following: <ul style="list-style-type: none"> treatment modality for ASD intended to modify core symptoms of ASD in individual diagnosed/at risk short or long term outcomes of treatment intended to modify core symptoms/co-morbidities of ASD in individual diagnosed/at risk; outcomes include parent or child QOL modifiers of treatment outcomes in young children with ASD generalization of treatment outcomes to another person/context drivers of treatment outcomes harms/adverse effects associated with treatment intended to modify core symptoms of ASD in individual diagnosed/at risk 	Yes	No	Cannot Determine
5. Eligible study size (at least 10 total participants in target population)	Yes	No	Cannot Determine
6. If excluded, retain for review of references or background/contextual questions (screening or treatment resources, stability of diagnosis)?	Yes	No	Cannot Determine
Comments:			

Full Text Review Form

REFID: _____ Reviewer Initials: _____		
1. Does the study include participants ages 2-12 (mean age+SD less than or equal to 12 yrs 11 mo) diagnosed with ASD or 0-2 at risk for ASD diagnosis?	Yes	No
2. Is the study original research (includes systematic review or meta-analysis)?	Yes	No
3. Does the study include at least 10 individuals with ASD in the target age range?	Yes	No
4. Does the study provide data related to at least one of the following? <ul style="list-style-type: none"> • Effects of intervention on core ASD symptoms OR commonly associated symptoms (e.g., motor, sensory, medical, mood/anxiety, irritability, IQ/cognition, and hyperactivity) • Modifiers of treatment outcomes • Generalizability of intervention effects to other contexts (e.g., people, places, materials) • Intervention components that drive outcomes • Harms of intervention • Child or caregiver quality of life 	Yes	No
5. If excluded, retain this paper for background or review of references?	Yes	No
Comments: 		

Quality/Risk of Bias Rating Form

REFID: _____ REVIEWER: _____

Question				
Study Design				
Did the study employ a group design?	Yes	No		
Were the groups randomly assigned?	Yes	No		
Was there an appropriate comparison group?	Yes	No or NR		
If an RCT, was randomization done correctly?	Yes	No	NR	NA (non-RCT)
Participant Ascertainment/Inclusion				
Was a valid diagnostic approach for ASD used within the study, or were referred participants diagnosed using a valid approach?	A. clinical DSM-IV-based diagnosis + ADI-R and/or ADOS B. [clinical DSM-IV-based diagnosis + other] OR [ADOS + other, such as SRS, CARS, SCQ, CAST, ASSQ, OR STAT, MCHAT for under 30 months] C. Only clinical DSM-IV-based diagnosis OR Only ADOS D. Neither clinical DSM-IV-based diagnosis NOR ADOS			
Was the sample clearly characterized (e.g., information provided to characterize participants in terms of impairments associated with their ASD, such as cognitive or developmental level)?	Yes	No or NR		
Were inclusion and exclusion criteria clearly stated?	Yes	No or NR		
Do the authors report attrition?	Yes	No		
Were characteristics of drop-out group evaluated for differences with the participant group as a whole?	Yes	No or NR	NA or minimal attrition	
Intervention				
Was the intervention fully described?	Yes	No or NR		
For behavioral studies, was treatment fidelity monitored in a systematic way?	Yes	No or NR	NA	
Did the authors measure and report adherence to the intended treatment process?	Yes	No or NR		
Did the authors report differences in or hold steady all concomitant interventions?	Yes	No or NR		
Outcome Measurement				
Did outcome measures demonstrate adequate reliability and validity (including interobserver reliability for behavior observation coding)?	Yes	No or NR		
Were the primary & secondary outcomes clearly specified a priori?	Yes	No or NR		

Were outcome data collected from sources appropriate to the target outcome (e.g. parent report, teacher report, direct behavior observation)?	Yes	No or NR	
Were outcomes coded by individuals blinded to the intervention status of the participants?	Yes	No or NR	
Analysis			
Was an appropriate statistical analysis used?	Yes	No	
a. For RCT's, was there an intent-to treat analysis?	Yes	No	NA
b. For negative studies, was a power calculation provided?	Yes	No	NA
c. Did the study correct for multiple testing?	Yes	No	NA
d. For observational studies, were potential confounders and effect measure modifiers captured?	Yes	No	NA
e. For observational studies, were potential confounders and effect measure modifiers handled appropriately?	Yes	No	NA
External Validity			
Were outcomes measured in at least one context outside of the treatment setting?	Yes	No or NR	
Were outcomes measured in natural environments to assess generalization?	Yes	No or NR	
Were follow-up measures of outcome conducted to assess maintenance of skills at least 3 months after the end of treatment?	Yes	No or NR	NA
Other			
Record duration of intervention: Timing of last follow-up after completion of intervention (e.g., immediately, 3 months after end of intervention):			

Note: See more information on quality approach in Appendix D

Appendix C. Evidence Tables

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Boyd et al., 2013 ¹ Country: US Intervention setting: Public school classrooms Enrollment period: NR Funding: The Institute of Education Sciences, US Department of Education Design: Quasi-experimental study	Intervention: LEAP and TEACCH, 6-week time window at the beginning and end of school year (at least 6 months apart) Assessments: parent; teacher; researchers Groups: G1: TEACCH G2: LEAP G3: non-model specific practices Provider: teachers Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: Classrooms: G1: 25 G2: 22 G3: 27 Participants: G1: 85 G2: 54 G3: 59 N at follow-up: G1: 81 G2: 48 G3: 56	Inclusion criteria: Teachers: -public school classrooms -teachers had to be certified to teach -TEACCH and LEAP teachers needed to attend formal training Children: -3-5 years of age at time of enrollment -previous clinical diagnosis or educational label consistent with Autism spectrum disorder (ASD) or developmental delay -met diagnostic criteria on Autism Diagnostic Observation Schedule (ADOS) and/or Social Communication Questionnaire (SCQ) Exclusion criteria: Teachers: -teaching < 2 years in their respective classroom types prior to enrollment -failing to meet prior determined classroom fidelity and/or quality rating scales Children: -previous exposure to the comparison comprehensive treatment model (CTM) -< 6 months of exposure to the treatment or control intervention -significant uncorrected vision or hearing impairment, uncontrolled seizure disorder or traumatic brain injury -family not proficient in English Age, mean/yrs \pm SD: G1: 4.00 \pm 0.57 G2: 3.96 \pm 0.70 G3: 4.07 \pm 0.64	Overall ratings: Autism characteristics and severity G1: -0.11 \pm 0.76 G2: 0.066 \pm 0.765 G3: 0.381 \pm 0.859 Social skills, mean \pm SD: Reciprocal social interaction, teacher-rated G1: 0.014 \pm 0.999 G2: 0.24 \pm 0.877 G3: 0.18 \pm 0.874 Reciprocal social interaction, parent-rated G1: 0.005 \pm 0.834 G2: -0.056 \pm 1.015 G3: 0.325 \pm 0.785 Communication/ language, mean \pm SD: Communication: G1: 0.214 \pm 0.858 G2: 0.081 \pm 1.045 G3: -0.403 \pm 0.784 Repetitive behavior, mean \pm SD: Sensory and repetitive behaviors, teacher-rated (SRB-T): G1: -0.069 \pm 0.809 G2: -0.176 \pm 0.768 G3: 0.179 \pm 0.92 Sensory and repetitive behaviors, parent-rated: G1: 0.025 \pm 0.879 G2: -0.017 \pm 1.03 G3: 0.169 \pm 1.06 Motor skills: Fine motor (FM): G1: 0.01 \pm 0.632 G2: -0.165 \pm 0.812 G3: -0.364 \pm 0.648	Overall ratings: Autism characteristics and severity G1: -0.299 \pm 0.928 G2: -0.144 \pm 0.837 G3: 0.124 \pm 0.866 p=NS Social skills, mean \pm SD: Reciprocal social interaction, teacher-rated G1: -0.28 \pm 1.149 G2: -0.152 \pm 1.039 G3: -0.077 \pm 0.926 p=NS Reciprocal social interaction, parent-rated G1: -0.257 \pm 0.969 G2: -0.117 \pm 1.012 G3: 0.17 \pm 0.845 p=NS Communication/ language, mean \pm SD: Communication: G1: 0.441 \pm 0.937 G2: 0.238 \pm 1.102 G3: -0.317 \pm 0.878 p=NS Repetitive behavior: Sensory and repetitive behaviors, teacher-rated: G1: -0.069 \pm 0.809 G2: -0.176 \pm 0.768 G3: 0.179 \pm 0.92 p=NS Sensory and repetitive behaviors, parent-rated: G1: 0.025 \pm 0.879 G2: -0.017 \pm 1.03 G3: 0.169 \pm 1.06 p=NS Motor skills: Fine motor : G1: 0.44 \pm 0.763 G2: 0.072 \pm 0.821 G3: -0.183 \pm 0.682 p=NS

	Mental age, mean/ys (range): NR	Harms: NR Modifiers: NR
	Gender, n (%): Male: G1: 71 (83.5) G2: 42 (77.8) G3: 52 (88.1) Female: G1: 14 (16.5) G2: 12 (22.2) G3: 7 (11.9) Missing: G1: 1 (1.2) G2: 0 (0) G3: 0 (0)	
	Race/ethnicity, n (%): White: G1: 32 (37.6) G2: 25 (46.3) G3: 35 (59.3) Black: G1: 14 (16.5) G2: 3 (5.6) G3: 6 (10.2) Hispanic: G1: 31 (36.5) G2: 23 (42.6) G3: 15 (25.4) Asian: G1: 5 (5.9) G2: 2 (3.7) G3: 3 (5.1) Missing: G1: 3 (3.5) G2: 1 (1.9) G3: 0 (0)	
	SES: Caregiver education, n (%): Less than college: G1: 44 (51.8) G2: 25 (46.3) G3: 25 (42.4) College or higher: G1: 39 (45.9) G2: 28 (51.9) G3: 32 (54.2) Missing: G1: 2 (2.4) G2: 1 (1.9) G3: 2 (3.4)	
	Household income, n (%): < \$20K-\$39,000: G1: 30 (35.3) G2: 14 (25.9) G3: 16 (27.1)	

\$40 k-\$79,999:

G1: 22 (25.9)

G2: 18 (33.3)

G3: 13 (22.0)

>\$80K:

G1: 29 (34.1)

G2: 18 (33.3)

G3: 25 (42.4)

Missing:

G1: 4 (4.7)

G2: 4 (7.4)

G3: 5 (8.5)

Diagnostic approach:

Referral

Diagnostic tool/method:

Autism Diagnostic

Observation Schedule

(ADOS) and/or Social

Communication

Questionnaire (SCQ)

Diagnostic category, n

(%): NR

Other characteristics, n

(%):

School setting:

G1:

Urban: 13 (52)

Suburban: 12 (48)

Rural: 0 (0.00)

G2:

Urban: 10 (45.45)

Suburban: 11 (50.0)

Rural: 1 (4.55)

G3:

Urban: 18 (64.29)

Suburban: 10 (35.71)

Rural: 0 (0.00)

Comments: All data reflect composite variables

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Goods et al. 2013 ² Country: US Intervention setting: non-public preschool Enrollment period: 2008-2010 Funding: Organization for Autism Research grant 20072725; Autism Speaks grant 5666, NIH/NICHHD, and Department of Health and Human Services Design: RCT	Intervention: Joint Attention and Symbolic Play/Engagement and Regulation Intervention (JASPER) for 12 weeks, 30 minutes twice weekly Assessments: observation and researcher assessments Groups: G1: JASPER intervention G2: Standard practice Provider: Study personnel (graduate students in educational psychology) Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: Yes Concomitant therapies, n (%): NR N at enrollment: G1: 7 G2: 8 N at follow-up: G1: 5 G2: 6	Inclusion criteria: -diagnosed with autism -between 3-5 years of age -attended non-public school -used less than 10 spontaneous, functional, and communicative words by parent and teacher report and during baseline or entry assessments Exclusion criteria: -see inclusion criteria Age, mean/months \pm SD: G1: 48.73 \pm 11.68 G2: 54.68 \pm 10.25 Mental age, mean/months \pm SD: G1: 17.21 \pm 3.91 G2: 13.91 \pm 3.85 Gender: NR Race/ethnicity, n (%): NR SES: Maternal education, n (%): NR Household income, mean (range): NR Diagnostic approach: In Study Diagnostic tool/method: ADOS Diagnostic category, %) Autism: 100% PDD-NOS: 0 Aspergers: 0 Other characteristics, n (%): MSEL baseline development quotient, mean \pm SD: G1: 37.70 \pm 15.21 G2: 26.67 \pm 10.12 MSEL baseline, visual reception, mean \pm SD: G1: 22.42 \pm 3.26 G2: 21.50 \pm 4.44	Social skills: SPA (baseline, month 0) Play types, mean \pm SD: G1: 21.14 \pm 7.58 G2: 17.13 \pm 6.83 Entry (3 months later) G1: 11.00 \pm 8.74 G2: 11.50 \pm 5.10 Communication/ language: RDLS verbal comprehension, mean \pm SD: G1: 12.14 \pm 0.41 G2: 12.00 \pm 0.34 RDLS expressive language, mean \pm SD: G1: 13.63 \pm 4.57 G2: 11.93 \pm 0.09 ESCS, initiating joint attention, mean \pm SD: G1: 2.57 \pm 4.39 G2: 0.75 \pm 2.12 ESCS, initiating requesting, mean \pm SD: G1: 5.00 \pm 3.70 G2: 1.88 \pm 1.55 Class observation (entry, month 3) Initiating joint attention, mean \pm SD: G1: 1.50 \pm 3.21 G2: 0.20 \pm 0.45 Class observation, initiating requesting, mean \pm SD: G1: 1.50 \pm 1.76 G2: 0.20 \pm 0.45 Class observation, (entry, month 3) unengaged, mean \pm SD: G1: 44.50 \pm 14.86 G2: 57.40 \pm 34.11	Social skills: SPA Play types, mean \pm SD: G1: 22.00 \pm 10.17 G2: 14.33 \pm 9.69 p = 0.04 Communication/ language: RDLS verbal comprehension, mean \pm SD: G1: 14.59 \pm 5.36 G2: 12.05 \pm 0.38 p=NS RDLS, expressive language, mean \pm SD: G1: 14.52 \pm 5.38 G2: 11.95 \pm 0.16 p=NS ESCS, initiating joint attention (IJAs), mean \pm SD: G1: 0.40 \pm 0.89 G2: 1.00 \pm 1.73 ESCS, initiating requesting, mean \pm SD: G1: 4.00 \pm 1.87 G2: 3.20 \pm 2.39 p=NS Class observation initiating joint attention, mean \pm SD: G1: 0.60 \pm 1.34 G2: 0.25 \pm 0.50 p=NS Class observation, initiating requesting, mean \pm SD: G1: 4.80 \pm 4.49 G2: 0.00 \pm 0.00 p=0.01 Class observation, unengaged, mean \pm SD: G1: 12.60 \pm 10.85 G2: 35.00 \pm 16.08 p = 0.05 Harms: NR

MSEL baseline fine motor, mean \pm SD: G1: 21.71 \pm 3.04 G2: 19.13 \pm 4.29	Modifiers: NR
MSEL baseline receptive language, mean \pm SD: G1: 13.86 \pm 7.36 G2: 8.63 \pm 4.66	
MSEL baseline expressive language, mean \pm SD: G1: 10.86 \pm 7.76 G2: 6.38 \pm 3.74	

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: McNally et al., 2013 ³ Country: US Intervention setting: Academic (Alliant International University) Enrollment period: June 2009 – September 2009 Funding: National Foundation for Autism Research; Autism Society of America – San Diego Chapter Design: RCT	Intervention: Modification of Coping Cat program (cognitive-behavioral therapy, CBT); one 60-90min session per week for 16 weeks Assessments: structured interview, parent self-report, child self-report Groups: G1: cognitive-behavioral therapy G2: waitlist Provider: Study staff Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: No Concomitant therapies, n (%): SSRI: G1: 2 (17) G2: 1 (10) Anti-psychotic: G1: 3 (25) G2: 0 (0) Stimulant: G1: 0 (0) G2: 4 (40) Psychological/behavioral: G1: 3 (25) G2: 2 (20) School-based: G1: 5 (42) G2: 5 (50) N at enrollment: G1: 12 G2: 10 N at follow-up: Post-treatment:	Inclusion criteria: -diagnosis of ASD -at least one primary anxiety disorder, e.g., separation anxiety (SAD), generalized anxiety (GAD), or social phobia (SP) -IQ ≥ 70 -ages 7 – 14 years English as primary language Exclusion criteria: -see inclusion criteria Age, mean/ys \pm SD: G1: 11.65 \pm 1.41 G2: 11.02 \pm 1.69 Mental age, mean/ys (range): NR Gender, n (%): M: G1: 12 (100) G2: 9 (90) F: G1: 0 (0) G2: 1 (10) Race/ethnicity, n (%): Caucasian: G1: 8 (66) 4 (40)Hispanic/Latino: G1: 2 (17) G2: 1 (10) Other/mixed ethnicity: G1: 2 (17) G2: 1 (10) Not reported: G1: 0 (0) G2: 4 (40) SES: Parent highest education, n (%): High school graduate: G1: 4 (33) G2: 1 (10) College graduate: G1: 7 (59) G2: 6 (60) Graduate degree: G1: 1 (8) G2: 3 (30) Household income, mean (range): NR Diagnostic approach:	Commonly occurring co-morbidities: ADIS-P Interference Ratings: G1: 7.00 \pm 1.21 G2: 7.10 \pm 1.10 SCAS total score: G1: 27.08 \pm 19.75 G2: 28.89 \pm 17.15 SCAS-P total score: G1: 34.92 \pm 13.71 G2: 32.20 \pm 16.54 ADIS-P comorbid diagnoses, mean \pm SD: G1: 4.00 \pm 1.04 G2: 3.70 \pm 1.06 Baseline anxiety diagnoses, n (%) G1: SAD: G1: 5 (42) G2: SAD: 3 (30) GAD: G1: 11 (92) G2: 7 (70) Specific phobia: G1: 8 (67) G2: 7 (70) OCD: G1: 2 (17) G2: 0 (0) Baseline comorbid diagnoses, n (%) ADHD: G1: 8 (67) G2: 8 (80) Oppositional defiant disorder: G1: 4 (33) G2: 5 (50) Major depressive disorder: G1: 1 (8) G2: 0 (0) Educational/ cognitive/ academic attainment, mean \pm SD: IQ (WASI):	Commonly occurring co-morbidities, n (%) or mean \pm SD: Anxiety (n, % children no longer meeting criteria for primary anxiety diagnosis) Post-treatment G1: 7 (58) G2: 0 (0) p=0.003 2-month follow-up G1: 4 (36) G2: NR ADIS-P Interference Ratings: Post-treatment G1: 3.67 \pm 2.50 G2: 6.50 \pm 1.18 Group x time: p<0.01 2-month follow-up G1: 4.45 \pm 2.54 G2: NR SCAS total score, Post-treatment G1: 26.75 \pm 20.79 G2: 36.11 \pm 16.46 p=NS 2-month follow-up G1: 29.00 \pm 22.43 G2: NR SCAS-P total score: Post-treatment G1: 20.08 \pm 11.34 G2: 31.70 \pm 13.36 Group x time: p=0.02 2-month follow-up G1: 21.64 \pm 9.15 G2: NR ADIS-P comorbid diagnoses: Post-treatment G1: 2.42 \pm 1.38 G2: 4.00 \pm 1.25 Group x time: p<0.001 2-month follow-up G1: 3.00 \pm 1.67

G1: 12	In Study and Referral	G1: 108.42 ± 17.70	G2: NR
G2: 10	Diagnostic tool/method: For ASD diagnosis:	G2: 110.40 ± 17.39	
2 month follow-up:	Referral: diagnosis of ASD by	Verbal IQ:	Harms: NR
G1: 11	ADOS (Autism Diagnostic	G1: 105.83 ± 17.89	Modifiers: NR
G2: NR	Observation Schedule); ADI-R (Autism Diagnostic Interview- Revised), and expert clinical judgment based on DSM-IV criteria	G2: 107.00 ± 15.71	
	In Study: ADOS, ADI-R to confirm referral diagnosis	Performance IQ: G1: 108.58 ± 16.96 G2: 111.90 ± 18.62	
	For anxiety diagnosis: Referral: ADIS-P (Anxiety Disorders Interview Schedule- Parent Version) In Study: ADIS-P to confirm referral diagnosis		
	Diagnostic category, n (%):		
	G1:		
	Autism:		
	G1: 3 (25)		
	G2: 3 (30)		
	Asperger syndrome:		
	G1: 9 (75)		
	G2: 6 (60)		
	PDD-NOS:		
	G1: 0 (0)		
	G2: 1 (10)		
	Other characteristics,		
	Parent marital status, n (%):		
	Single:		
	G1: 1 (8)		
	G2: 2 (20)		
	Married/remarried:		
	G1: 11 (92)		
	G2: 7 (70)		
	Cohabiting:		
	G1: 0 (0)		
	G2: 1 (10)		

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Siller et al. 2013 ⁴ Country: US Intervention setting: home Enrollment period: 2004- to 2007 Funding: National Institute of Child Health and Development, M.I.N.D. Institute Research Program, and PSC-CUNY grants Design: RCT	Intervention: Focused Playtime Intervention (FPI)- a parent education program involving 12 in-home training sessions (once/week for 12 weeks, 90 min each) follows standardized treatment manual uses capacity building approach to promote coordinated toy play between parent and child. Parents in both groups received monthly sessions to enhance parent advocacy in multiple formats including workbook, teaching, video and demonstrations. Assessments: Mullen Scales of Early Learning (MSEL); Early Social Communication Scale, Insightfulness Assessment (IA); observations of mother-child interaction; medical history questionnaire; survey of non-project services; ADI-R and ADOS Baseline assessment (T1) conducted in three sessions (two at research lab and one at home), at exit (T2), Follow up approximately 12 mos after exit (T3). Groups: G1: intervention G2: control Provider: Trained graduate and postdoctoral students in developmental psychology and counseling Treatment manual followed: Yes Defined protocol	Inclusion criteria: < 6 years old -previously diagnosed with ASD -limited or no use of spoken language (generally < 25 words and no phrases) -mother fluent in English and willing/available to participate in all assessment and treatment sessions -families lived reasonable distance from research lab (generally < 90 min) Exclusion criteria: -known genetic diagnosis including Fragile X, tuberous sclerosis or Rett syndrome. Age, mean/mos \pm SD (range): G1: 58.3 \pm 12.7 (33-82) G2: 55.9 \pm 11.9 (32-76) Mental age, mean/ys (range): NR Gender: M, 64 (91.4%); F, 6 (8.6%); Race/ethnicity, n (%): Hispanic/Latino G1: 17 (47.2) G2: 14 (41.2) White G1: 8 (22.2) G2: 6 (17.6) Asian G1: 4 (11.1) G2: 9 (26.5) Black G1: 3 (8.3) G2: 2 (5.9) Mixed G1: 4 (11.1) G2: 3 (8.8) SES: Maternal education, n (%): 10 th -11 th grade G1: 1 (2.8) G2: 0 High school graduate	Language/communication Mullen scales of early learning, mean \pm SD (range): Fine motor G1: 28.6 \pm 10.4 (12-55) G2: 28.3 \pm 11.8 (10-59) Visual reception G1: 26.6 \pm 9.4 (11-50) G2: 24.6 \pm 11.2 (1-11) Receptive language G1: 17.5 \pm 8.0 (5-36) G2: 16.5 \pm 8.0 (1-33) Expressive language G1: 16.5 \pm 9.8 (4-36) G2: 15.1 \pm 8.2 (4-37) ADOS Social affect total G1: 14.7 \pm 3.3 (6-20) G2: 14.8 \pm 3.4 (4-20) Restricted and repetitive behavior G1: 4.9 \pm 2.0 (0-8) G2: 5.2 \pm 2.2 (0-8) Total G1: 19.6 \pm 4.1 (9-26) G2: 20.0 \pm 4.2 (7-26) ESCS Response to joint attention G1: 47.0 \pm 24.1 (8-100) G2: 39.6 \pm 24.1 (5-88) Non-project services Twelve months prior to intake G1: 8.8 \pm 10.4 (0-44) n=36 G2: 8.8 \pm 10.9 (0-46) n=32 Between intake and exit G1: 12.4 \pm 11.0 (0-40) n=34 G2: 12.1 \pm 10.2 (0-44) n=30 Between exit and follow up G1: 12.5 \pm 11.7 (0-36) n=27 G2: 13.7 \pm 9.5 (0-37) n=27 School programs Twelve months prior to intake G1: 11.5 \pm 6.6 (0-29) n=36 G2: 12.6 \pm 7.1 (0-25) n=32 Between intake and exit G1: 14.6 \pm 8.8 (0-30) n=34	Language/communication: Maternal synchronization, mean \pm SE Time 2 G1: 0.72 \pm 0.04 G2: 0.61 \pm 0.04 T1 to T2 G1: 0.06 \pm 0.04 G2: -0.06 \pm 0.04 Expressive language, mean \pm SE T2 G1: 4.02 \pm 0.16 G2: 3.90 \pm 0.17 T3 G1: 4.38 \pm 0.17 G2: 4.17 \pm 0.17 T1 to T3 G1: 0.08 \pm 0.09 G2: -0.09 \pm 0.10 Harms: NR Modifiers Children with baseline expressive language abilities < 11.3 months showed larger gains in expressive language when randomized to G1

followed: Yes	G1: 7 (19.4) G2: 2 (5.9)	G2: 14.8 ± 5.5 (1-28) n=30 Between exit and follow up
Measure of treatment fidelity reported: Yes	Partial college G1: 13 (36.1) G2: 13 (38.2)	G1: 17.1 ± 9.0 (0-29) n=27 G2: 16.2 ± 6.9 (0-25) n=27
Co-interventions held stable during treatment: Yes	Standard college graduate G1: 8 (22.2) G2: 10 (29.4) Graduate degree G1: 7 (19.4) G2: 9 (26.5)	Maternal synchronization, mean ± SE G1: 0.57 ± 0.03 G2: 0.63 ± 0.03
Concomitant therapies, n (%): Medication to control seizures (n=3) N at enrollment: G1: 36 G2: 34 N at follow-up: G1: 31 G2: 31	Household income, mean (range): Below \$19,999 G1: 6 (16.7) G2: 2 (5.9) \$20,000-\$39,999 G1: 9 (25.0) G2: 4 (11.8) \$40,000-\$74,999 G1: 7 (19.4) G2: 10 (29.4) Above \$74,999 G1: 14 (38.9) G2: 18 (52.9)	Expressive language, mean ± SE G1: 3.70 ± 0.16 G2: 3.75 ± 0.16
Diagnostic approach: Referral		
Diagnostic tool/method: ADI-R and ADOS		
Diagnostic category, n (%): NR		
Other characteristics, n (%): NR		

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Storch et al. 2013 ⁵ Country: USA Intervention setting: University-based mental health clinic Enrollment period: NR Funding: National Institutes of Health (NIH); Centers for Disease Control (CDC); the Agency for Healthcare Research and Quality; the National Alliance for Research on Schizophrenia and Affective Disorders (NARSAD); the International Obsessive-Compulsive Disorder Foundation (IOCDF); the Tourette Syndrome Association; Janssen Pharmaceuticals Design: RCT	Intervention: Cognitive-behavioral therapy (CBT), 16 weekly sessions with 3 month follow-up Assessments: Clinician-rated measurements PARS ADIS-C/P Clinical Global Impression (CGI)-Severity and Improvement Parent-rated measures Child Behavior Checklist (CBCL) Columbia Impairment Scale-Parent Version (CIS-P) Multidimensional Anxiety Scale for Children-Parent Version (MASC-P) Social Responsiveness Scale (SRS) SACA Child-Rated Measures Revised Children's Manifest Anxiety Scale (RCMAS) Groups: G1: CBT G2: standard care Provider: Therapists Parents Self-therapy	Inclusion criteria: -diagnosis of autism, Asperger's syndrome, or PDD-NOS diagnosed by ADI-R and ADOS -primary diagnosis of separation anxiety disorder (SAD), social phobia, generalized anxiety disorder (GAD), or obsessive compulsive disorder (OCD) -age 7-11 years old Exclusion criteria: -full scale or verbal comprehension IQ < 70 on a standardized test -concurrent participation in psychosocial interventions -suicidality or suicidal behavior in the last six months -diagnosis of BPAD or psychotic disorder Age, mean/yrs ± SD: G1: 8.83 ± 1.31 G2: 8.95 ± 1.40 Mental age, mean/yrs (range): NR Gender: M, n (%): G1: 19 (79.2) G2: 17 (81) F, n (%): G1: 5 (20.8) G2: 4 (19) Race/ethnicity, n (%): G1: White: G1: 22 (91.7) G2: 16 (76.2) Asian/Pacific: G1: 1 (4.2) G2: 1 (4.8) Latino/Latina: G1: 1 (4.2) G2: 4 (19) SES: Household income, n (%):	Overall ratings: Global Rating of Severity, mean ± SD: CGI-Severity: G1: 3.50 ± 0.72 G2: 4.00 ± 0.63 Social skills: SRS total, mean ± SD: G1: 100.83 ± 25.10 G2: 110.14 ± 22.41 SRS, awareness, mean ± SD: G1: 12.67 ± 3.94 G2: 12.67 ± 3.14 SRS, motivation, mean ± SD: G1: 14.33 ± 4.86 G2: 19.10 ± 5.37 SRS, mannerisms, mean ± SD: G1: 19.63 ± 5.86 G2: 20.62 ± 6.75 Communication/ language: SRS, communication, mean ± SD: G1: 33.83 ± 9.31 G2: 36.67 ± 7.83 Repetitive behavior: NR Problem behavior: CIS-P, mean ± SD: G1: 21.13 ± 9.51 G2: 24.71 ± 10.35 CBCL, internalizing, mean ± SD: G1: 18.08 ± 9.09 G2: 23.71 ± 7.99 CBCL, externalizing, mean ± SD: G1: 13.67 ± 9.58 G2: 20.10 ± 14.25 Commonly occurring co-morbidities: PARS, mean ± SD: G1: 16.33 ± 1.93 G2: 17.62 ± 2.04 ADIS Highest CSR, mean ±	Overall ratings: Global Rating of Severity, mean ± SD: CGI-Severity: G1: 2.67 ± 0.48 G2: 3.57 ± 0.87 p < 0.01 3-month follow-up G1: 2.73 ± 0.96 p < 0.01 vs. baseline Social skills: SRS total, mean ± SD: G1: 88.88 ± 19.85 G2: 106.19 ± 26.00 p < 0.05 3-month follow-up G1: 93.33 ± 27.64 p=NS SRS, awareness, mean ± SD: G1: 12.04 ± 2.63 G2: 12.57 ± 3.67 p=NS 3-month follow-up G1: 12.00 ± 3.32 p < 0.05 vs. baseline SRS, motivation, mean ± SD: G1: 12.46 ± 3.91 G2: 17.57 ± 5.64 p=NS 3-month follow-up G1: 14.00 ± 6.65 p=NS vs. baseline SRS, mannerisms, mean ± SD: G1: 17.46 ± 5.93 G2: 21.00 ± 5.91 p < 0.05 3-month follow-up G1: 17.00 ± 7.05 p < 0.05 Communication/ language: SRS, communication, mean ± SD: G1: 29.71 ± 7.83 G2: 36.33 ± 9.83 p < 0.05 3-month follow-up G1: 31.07 ± 8.73 p=NS

SSRI: G1: 6 (25) G2: 4 (19)	< \$40,000: G1: 1 (4.2) G2: 3 (14.3)	SD: G1: 5.42 ± 0.72 G2: 5.62 ± 0.92	Problem behavior: CIS-P, mean ± SD: G1: 15.54 ± 6.88 G2: 23.90 ± 10.25 p < 0.01 3-month follow-up G1: 14.13 ± 7.96 p < 0.05 vs. baseline
Atypical antipsychotic: G1: 2 (8.3) G2: 5 (23.8)	Between \$40,001 and \$90,000: G1: 6 (25) G2: 6 (28.6)	MASC-P, mean ± SD: G1: 58.58 ± 13.15 G2: 63.19 ± 10.51	
Stimulant, atomoxetine, or guanfacine: G1: 7 (29.2) G2: 7 (33.3)	>\$90,000: G1: 17 (70.8) G2: 11 (52.4)	RCMAS, dysphoric mood, mean ± SD: G1: 2.88 ± 2.01 G2: 3.33 ± 1.85	CBCL, internalizing, mean ± SD: G1: 11.79 ± 5.36 G2: 19.57 ± 9.85 p < 0.05 3-month follow-up G1: 11.47 ± 6.21 p < 0.01 vs. baseline
Benzodiazepine: G1: 0 G2: 1 (4.8)	Diagnostic approach: NR	RCMAS, oversensitivity, mean ± SD: G1: 2.21 ± 2.13 G2: 3.38 ± 2.01	
N at enrollment: G1: 24 G2: 21	Diagnostic category, n (%): Autism: G1: 10 (41.7) G2: 3 (14.3)	RCMAS, worry, mean ± SD: G1: 3.67 ± 2.35 G2: 4.05 ± 2.27	CBCL, externalizing, mean ± SD: G1: 11.08 ± 8.35 G2: 17.24 ± 12.81 p=NS 3-month follow-up G1: 9.33 ± 8.77 p < 0.05 vs. baseline
N at post-treatment: G1: 22 G2: 21	PDD-NOS: G1: 9 (37.5) G2: 9 (42.9)	RCMAS, anxious arousal, mean ± SD: G1: 2.50 ± 1.69 G2: 3.24 ± 1.87	
N at 3 month follow-up: G1: 15 G2: NA	Asperger's syndrome: G1: 5 (20.8) G2: 9 (42.9)		
	Other characteristics, n (%): Primary anxiety disorder n (%): Social Phobia: G1: 10 (41.7) G2: 8 (38.1) SAD: G1: 3 (12.5) G2: 6 (28.6) OCD: G1: 2 (8.3) G2: 2 (9.5) GAD: G1: 9 (37.5) G2: 5 (23.8)	Educational/ cognitive/ academic attainment: SRS, cognition, mean ± SD: G1: 19.00 ± 4.62 G2: 21.10 ± 5.02	Commonly occurring co-morbidities: PARS, mean ± SD: G1: 11.58 ± 3.15 G2: 16.05 ± 3.22 p < 0.01 3-month follow-up G1: 11.20 ± 4.28 p < 0.01 vs. baseline
	Other comorbid diagnoses n (%): SAD: G1: 6 (25.0) G2: 5 (23.8) Social phobia: G1: 7 (29.2) G2: 11 (52.4) GAD: G1: 11 (45.8) G2: 11 (52.4) ADHD: G1: 17 (70.8) G2: 16 (76.2) Dysthymia/MDD: G1: 1 (4.2) G2: 2 (9.5) ODD/CD:		ADIS Highest CSR, mean ± SD: G1: 3.38 ± 1.81 G2: 4.90 ± 1.51 p < 0.01 3-month follow-up G1: 3.47 ± 2.45 p < 0.01 vs. baseline
			MASC-P, mean ± SD: G1: 51.96 ± 13.44 G2: 58.43 ± 12.81 p=NS 3-month follow-up G1: 47.80 ± 9.78 p < 0.01 vs. baseline
			RCMAS, dysphoric mood, mean ± SD: G1: 3.21 ± 1.93 G2: 3.10 ± 1.76 p=NS 3-month follow-up

G1: 9 (37.5) G2: 11 (52.4) Specific phobia: G1: 16 (66.7) G2: 13 (61.9) OCD: G1: 3 (12.5) G2: 6 (28.6)	G1: 1.93 ± 1.91 p≤0.05 vs. baseline RCMAS, oversensitivity, mean ± SD: G1: 2.54 ± 1.98 G2: 3.29 ± 1.90 p=NS 3-month follow-up G1: 1.40 ± 2.03 p=NS vs. baseline RCMAS, worry, mean ± SD: G1: 3.58 ± 2.41 G2: 3.86 ± 2.41 p=NS 3-month follow-up G1: 2.73 ± 2.49 p=NS vs. baseline RCMAS, anxious arousal, mean ± SD: G1: 2.29 ± 1.43 G2: 3.48 ± 1.63 p < 0.05 3-month follow-up G1: 1.93 ± 1.67 p=NS vs. baseline Educational/ cognitive/ academic attainment: SRS, cognition, mean ± SD: G1: 17.38 ± 5.33 G2: 18.86 ± 5.72 p=NS 3-month follow-up: G1: 19.27 ± 6.13 p=NS vs. baseline Harms: NR Modifiers: NR
Comments: Only CBT responders were analyzed in the 3-month follow-up phase.	

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Aldred et al. 2012 ⁶	Intervention: Communication-focused parent mediated intervention over 12 months (6 months of monthly clinic sessions and 6 months of bi-monthly maintenance sessions)	Inclusion criteria: -clinical diagnosis of core autistic disorder confirmed by ADOS and ADI-R by assessing professional team	Parent synchrony, mean \pm SD: G1: 57.8 \pm 15.0 G2: 56.4 \pm 16.5	Parent synchrony, mean \pm SD: G1: 65.1 \pm 14.3 G2: 48.9 \pm 19.5
Country: UK		Exclusion criteria: NR	ADOS social communication algorithm total, mean \pm SD: G1: 16.1 \pm 4.5 G2: 15.6 \pm 4.9	ADOS social communication algorithm total, mean \pm SD: G1: 11.8 \pm 6.4 G2: 16.1 \pm 4.4
Intervention setting: Clinic		Age, mean months \pm SD: G1: 51.4 \pm 11.8 G2: 50.9 \pm 16.3		
Enrollment period: NR	Assessments: Parent-Child Interaction (PCI), Autism Diagnostic Observation Schedule, MacArthur Communicative Development Inventory	Mental age, mean/ yrs (range): NR		Harms: NR
Funding: Grant from Shirley Foundation		Gender: M, n (%): G1: 13 (93) G2: 12 (86) F, n (%): G1: 1 (7) G2: 2 (14)		Modifiers Increase in parental synchronous response within parent-child interaction partly mediated positive intervention effect on ADOS social communication algorithm scores, accounting for 34% of effect
Design: RCT	Groups: G1: Parent mediated communication-focused intervention G2: Treatment as usual	Race/ethnicity, n (%): NR		
See initial publication Aldred et al. 2004 ⁷ for efficacy results	Provider: Speech and language therapists in clinic, with additional home program	SES: NR Diagnostic approach: In Study/Referral		
	Treatment manual followed: Yes	Diagnostic tool/method: ADOS and ADI-R		
	Defined protocol followed: Yes	Diagnostic category, n (%): Autism (100)		
	Measure of treatment fidelity reported: NR	Other characteristics, n (%): Vineland adaptive behavior composite, mean \pm SD G1: 25.6 \pm 9.2 G2: 22.0 \pm 5.6 Vineland communication sub-domain G1: 22.6 \pm 13.3 G2: 20.0 \pm 10.8 Vineland social sub-domain G1: 18.2 \pm 5.8 G2: 16.3 \pm 3.6		
	Co-interventions held stable during treatment: NR			
	Concomitant therapies, n (%): NR			
	N at enrollment: G1: 14 G2: 14			
	N at follow-up: G1: G2:	MacArthur Communicative Developmental Inventory words produced, median (range) G1: 69.5 (467) G2: 78.5 (683)		

**MacArthur
Communicative
Developmental Inventory
vocabulary
comprehension, median
(range)**
G1: 95.0 (381)
G2: 144.0 (426)

**PCI- Child
Communication Acts,
mean \pm SD**
G1: 30.8 \pm 10.2
G2: 30.1 \pm 11.1

Comments: Secondary analysis of communication intervention trial (Aldred et al 2004)

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Adkins et al. 2012 ⁸	Intervention: Sleep education pamphlet for parents	Inclusion criteria: -aged 2-10 years -diagnosis ASD based on DSM-IV confirmed by ADOS	Sleep latency, min mean \pm SD: G1: 56.7 \pm 27.1 G2: 52.1 \pm 25.1	Sleep latency, min mean \pm SD: G1: 49.5 \pm 26.7 G2: 61.3 \pm 47.0 p=0.16
Country: US	Assessments: actigraphy to measure sleep parameters; parents trained in use; and daily diary forms; CSHQ parental questionnaire describing sleep behaviors in children; Stanford Binet 5 or Mullen Scales of Early Learning.	-sleep onset latency of at least 30 minutes on 3 of 7 nights /week based on parent report and confirmed by 14 scorable days of actigraphy showing mean sleep latency of 30 minutes or more -medication free or on stable dose of medications (no changes within 30 days of enrollment) parents agreeing to avoid changes in current meds during study time -ability of child to tolerate actigraphy and willingness of parents to complete corresponding sleep diary -English family primary language	Sleep efficiency, % mean \pm SD: G1: 75.5 \pm 6.1 G2: 76.8 \pm 6.0	Sleep efficiency, % mean \pm SD: G1: 77.8 \pm 7.0 G2: 75.1 \pm 6.7 p=0.04
Intervention setting: home			Wake after sleep onset, min mean \pm SD: G1: 61.9 \pm 27.4 G2: 53.2 \pm 20.2	Wake after sleep onset, min mean \pm SD: G1: 60.4 \pm 32.1 G2: 59.9 \pm 24.2 p=0.22
Enrollment period: NR			Total sleep time, min mean \pm SD: G1: 465.7 \pm 66.3 G2: 461.4 \pm 42.4	Total sleep time, min mean \pm SD: G1: 483.0 \pm 67.8 G2: 470.8 \pm 35.3 p=0.55
Funding: NR			Fragmentation, min mean \pm SD: G1: 36.8 \pm 9.0 G2: 32.2 \pm 7.2	Fragmentation, min mean \pm SD: G1: 36.3 \pm 10.9 G2: 33.3 \pm 7.5 p=0.52
Design: RCT	Groups: G1: pamphlet G2: no pamphlet Provider: Parent Treatment manual followed: No Defined protocol followed: NR Measure of treatment fidelity reported: NR Co-interventions held stable during treatment: Yes Concomitant therapies, n (%): Psychotropic G1: 5 (27.8) G2: 9 (50) Melatonin G1: 3 (16.7) G2: 3 (16.7) Stimulants G1: 2 (11.1) G2: 2 (11.1) N at enrollment: G1: 18 G2: 18 N at follow-up: G1: 19 G2: 17	Exclusion criteria: -medical and behavioral comorbidities that affect sleep, including sleep apnea, epilepsy, gastrointestinal reflux disease, depression, anxiety, and attention deficit/hyperactivity disorder -untreated co-morbid conditions Age, mean/yrs (range): 6.4 \pm 2.6 Mental age, mean/yrs (range): Gender: M, n (%): G1: 10 (55.6) G2: 14 (77.8) F, n (%): G1: 8 (44.4) G2: 4 (22.2) Race/ethnicity, n (%): White G1: 15 (83.3) G2: 14 (77.8) African American G1: 3 (16.7)		Harms: NR Modifiers: NR

G2: 4 (22.2) ?n=3

SES:

Mean \pm SD

G1: 34.0 \pm 16.7

G2: 41.1 \pm 11.9

Diagnostic approach:

In Study/Referral

Diagnostic tool/method:

DSM-IV and ADOS

Diagnostic category, n

(%):

Autism

G1: 16 (88.9)

G2: 13 (72.2)

PDD-NOS

G1: 0

G2: 1 (5.6)

Aspergers

G1: 2 (11.1)

G2: 4 (22.2)

Other characteristics, n

(%):

IQ, mean \pm SD

G1: 75.1 \pm 25.5

G2: 85.6 \pm 27.1

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Cortesi et al. 2012 ⁹	Intervention: Melatonin- 3 mg controlled release administered daily at 21:00 h.	Inclusion criteria: -age 4-10 years -DSM-IV-TR diagnosis of autistic disorder confirmed by ADI-R -Mixed sleep onset and maintenance insomnia defined as sleep onset latency and wake after sleep onset > 30 min on 3 or more nights/week -Absence of other serious neurological, psychiatric or medical conditions	Total sleep time (TST), mean ± SD: G1: 414.03 ± 45.34 G2: 410.28 ± 45.07 G3: 408.08 ± 49.03 G4: 413.00 ± 45.13	Total sleep time (TST), mean ± SD: G1: 505.01 ± 31.18 G2: 481.10 ± 33.15 G3: 445.13 ± 48.37 G4: 416.23 ± 43.60 P< 0.001
Country: Italy				
Intervention setting: Clinic and home	Cognitive behavioral therapy (CBT)- four weekly 50 min individual treatment sessions		Sleep onset latency (SOL), mean ± SD: G1: 85.84 ± 20.02 G2: 81.21 ± 32.35 G3: 76.34 ± 31.70 G4: 78.20 ± 33.83	Sleep onset latency (SOL), mean ± SD: G1: 33.69 ± 14.40 G2: 45.21 ± 23.21 G3: 59.13 ± 27.60 G4: 79.60 ± 31.85 P<0.001
Enrollment period: 2007 to 2010	A sleep-focused multifactorial intervention involved cognitive, behavioral and educational components.			
Funding: NR			Wake after sleep onset (WASO), mean ± SD: G1: 69.50 ± 23.35 G2: 73.71 ± 45.00 G3: 68.72 ± 31.77 G4: 69.75 ± 45.21	Wake after sleep onset (WASO), mean ± SD: G1: 29.69 ± 12.97 G2: 42.21 ± 22.35 G3: 61.17 ± 28.93 G4: 70.15 ± 42.76 P<0.001
Design: RCT	Assessments: Children's Sleep Habits Questionnaire (CSHQ); actigraphy monitoring, sleep monitoring. Completed at baseline and after 12 weeks.	Exclusion criteria: -see above Age, mean/yr ± SD: G1: 6.4 ± 1.1 G2: 6.8 ± 0.9 G3: 7.1 ± 0.7 G4: 6.3 ± 1.2	Naptime, mean ± SD: G1: 28.26 ± 49.13 G2: 33.57 ± 56.63 G3: 35.31 ± 60.17 G4: 37.33 ± 56.19	
	Groups: G1: Combination therapy (Melatonin and CBT) G2: Melatonin only G3: CBT only G4: Placebo	Mental age, mean/yr (range): NR Gender: M, %: G1: 80 G2: 82 G3: 83 G4: 84	Sleep efficiency (SE), mean ± SD: G1: 70.26 ± 4.83 G2: 71.10 ± 4.91 G3: 71.37 ± 4.77 G4: 71.13 ± 4.99	Naptime, mean ± SD: G1: 9.20 ± 22.48 G2: 17.00 ± 33.11 G3: 12.29 ± 24.24 G4: 36.10 ± 33.28 P=0.23
	Provider: CBT- clinical psychologists	Race/ethnicity, %: White G1: 100 G2: 100 G3: 100 G4: 96	Bedtime, mean ± SD: G1: 23.33 ± 1.35 G2: 23.45 ± 1.15 G3: 23.39 ± 1.03 G4: 23.41 ± 1.19	Sleep efficiency (SE), mean ± SD: G1: 84.46 ± 4.23 G2: 82.71 ± 4.00 G3: 79.58 ± 2.82 G4: 71.93 ± 4.62 P<0.001
	Treatment manual followed: NR			
	Defined protocol followed: Yes			
	Measure of treatment fidelity reported: NR	SES: Low SES (index of 3 or less on Hollingshead Two-Factor Index of Social Position), %: G1: 24 G2: 25 G3: 23 G4: 26	CSHQ, total score, mean ± SD: G1: 66.11 ± 5.47 G2: 66.67 ± 8.55 G3: 64.48 ± 5.48 G4: 64.20 ± 4.85	Bedtime, mean ± SD: G1: 22.06 ± 1.05 G2: 22.30 ± 1.10 G3: 22.55 ± 1.01 G4: 23.51 ± 1.12 P<0.001
	Co-interventions held stable during treatment: NA			
	Concomitant therapies, n (%): All subjects drug free for at least 6 months prior to beginning of study and throughout the study	Maternal education, mean years ± SD: G1: 13 ± 4 G2: 14 ± 7 G3: 13 ± 6 G4: 13 ± 5	CSHQ, bed resistance, mean ± SD: G1: 14.53 ± 1.82 G2: 13.85 ± 2.23 G3: 13.44 ± 2.08 G4: 13.63 ± 1.82	CSHQ, total score, mean ± SD: G1: 47.84 ± 2.94 G2: 54.78 ± 6.22 G3: 60.06 ± 4.71 G4: 64.80 ± 4.52 p <0.001
	N at enrollment: G1: 40	Diagnostic approach:	CSHQ, sleep onset delay, mean ± SD: G1: 2.88 ± 0.32	CSHQ, bed resistance, mean ± SD: G1: 8.46 ± 1.39

G2: 40	Referral	G2: 2.85 ± 0.35	G2: 10.50 ± 2.20
G3: 40	Diagnostic tool/method:	G3: 2.89 ± 0.30	G3: 11.62 ± 2.22
G4: 40	DSM-IV-TR confirmed by ADI-R	G4: 2.90 ± 0.31	G4: 14.10 ± 1.93 p <0.001
N at follow-up:			
G1: 35	Diagnostic category, n	CSHQ, sleep anxiety, mean ± SD:	CSHQ, sleep onset delay, mean ± SD:
G2: 34	(%):	G1: 7.95 ± 1.83	G1: 1.69 ± 0.73
G3: 33	ASD: 100%	G2: 8.35 ± 2.19	G2: 2.10 ± 0.68
G4: 32	Other characteristics, n	G3: 8.62 ± 1.98	G3: 2.51 ± 0.57
	(%): NR	G4: 7.66 ± 1.73	G4: 2.93 ± 0.25 p <0.001
		CSHQ, night-wakings, mean ± SD:	CSHQ, sleep anxiety, mean ± SD:
		G1: 7.61 ± 0.89	G1: 5.23 ± 0.95
		G2: 7.67 ± 0.94	G2: 7.21 ± 1.87
		G3: 7.62 ± 0.94	G3: 7.17 ± 1.48
		G4: 7.76 ± 0.93	G4: 7.93 ± 1.99 p <0.001
		CSHQ, sleep duration, mean ± SD:	CSHQ, night-wakings, mean ± SD:
		G1: 7.34 ± 1.35	G1: 4.42 ± 0.90
		G2: 7.17 ± 1.51	G2: 5.03 ± 1.10
		G3: 7.01 ± 1.48	G3: 7.06 ± 1.06
		G4: 6.46 ± 1.25	G4: 7.86 ± 0.81 p <0.001
		CSHQ, parasomnias, mean ± SD:	CSHQ, sleep duration, mean ± SD:
		G1: 9.15 ± 1.68	G1: 4.38 ± 1.02
		G2: 9.10 ± 2.42	G2: 4.82 ± 0.94
		G3: 9.75 ± 2.11	G3: 6.68 ± 1.16
		G4: 8.96 ± 1.80	G4: 6.40 ± 1.29 p <0.001
		CSHQ, sleep disordered breathing, mean ± SD:	CSHQ, parasomnias, mean ± SD:
		G1: 3.18 ± 0.40	G1: 8.92 ± 1.38
		G2: 3.20 ± 0.44	G2: 9.35 ± 1.78
		G3: 3.10 ± 0.30	G3: 9.82 ± 2.25
		G4: 3.15 ± 0.40	G4: 9.16 ± 1.53 p =0.82
		CSHQ, daytime sleepiness, mean ± SD:	CSHQ, sleep disordered breathing, mean ± SD:
		G1: 13.92 ± 2.86	G1: 3.22 ± 0.35
		G2: 13.35 ± 3.84	G2: 3.15 ± 0.48
		G3: 13.31 ± 2.67	G3: 3.20 ± 0.41
		G4: 13.13 ± 3.11	G4: 3.20 ± 0.44 p =0.39
			CSHQ, daytime sleepiness, mean ± SD:
			G1: 10.84 ± 1.68
			G2: 11.39 ± 2.34
			G3: 11.96 ± 1.97
			G4: 12.96 ± 1.97 p <0.001
			Harms: NR

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Dawson et al. 2012 ^{10, 11}	Intervention: ESDM intervention for 2hours,twice a day, 5 days a week, for 2 years.	Inclusion criteria: -age <30 months at entry, -meeting criteria for an autistic disorder on the Toddler Autism Diagnostic Interview (ADI) and for autism or ASD on the Autism Diagnostic Observation Schedule(ADOS) and a clinical diagnosis based on DSM-IV criteria -residing within 30 minutes of the University of Washington.	MSEL Verbal IQ G1: 45.3, \pm 17.5; G2: 48.1, \pm 21.2	Verbal IQ G1: 95.1, \pm 15.7 G2: 75.1, \pm 18.4 (p=0.004)
Country: USA	Community intervention: Families were given resource manuals And reading materials at baseline and twice yearly		MSEL Nonverbal IQ G1: 83.6, \pm 13.3 G2: 79.2, \pm 11.3	Nonverbal IQ: G1: 93.1, \pm 16.5 G2: 80.0, \pm 15.8 (p=0.04)
Intervention setting: NR				Vineland Communication G1: 95.3 \pm 15 G2: mean76.1, \pm 14.7 (p=0.02)
Enrollment period: NR	Assessments: ADI-R, ADOS, MSEL, Vineland Scales of Adaptive Behavior, PDD Behavioral Inventory, EEG	Exclusion criteria: -neurologic disorder of known genetic etiology, -significant sensory or motor impairment, major physical problems, seizures at the time of entry, -use of psychoactive medications, -a history of a serious head injury and/ or neurologic disease, alcohol or drug exposure during the prenatal period -nonverbal IQ below 35		Social G1: 74.7, \pm 10.0 G2: 66.5 \pm 8.3 (p=0.02)
Funding: NR	Groups: G1: ESDM G2: Community intervention			Daily Living Skills G1: 72 \pm 11.9 G2: 58.9 \pm 7.9 (p=0.006),
Author industry relationship disclosures: NR	Provider: Trained therapists			Aberrant Behaviors G1: 76.9, \pm 13.6 G2: 61.2, \pm 7.9 (p=0.001)
Design: RCT	Treatment manual followed: Yes			PDD-BI Expressive Social Communication composite scores: G1: 65.4, \pm SD 6.5; G2: 54.5, \pm SD10.2; (p=0.004)
	Defined protocol followed: Yes			PDD-BI Receptive/Expression Social Communication composite scores: G1: 65.5, \pm 5.6; G2: 55.3, \pm 10.3 (p=0.006)
	Measure of treatment fidelity reported: Yes	Age, mean/yrs (range): G1: 54.1 months \pm 4.9 months; G2: 54.1 months, \pm 7.8 months		
	Co-interventions held stable during treatment: NR			
	Concomitant therapies, n (%): NR	Mental age, mean/yrs (range): NR		
	N at enrollment: G1: 17 G2: 14	Gender: Male to female ratio: G1+G2: 3.5:1		
	N at follow-up: G1: 17 G2: 14	Race/ethnicity, n (%): G1+G2: Asian 12.5%, white (72.9%), Latino (12.5%), and multiracial 14.6%) SES: NR		Harms: NR
		Diagnostic approach: In Study Diagnostic tool/method: ADI, ADOS, DSM-IV		Modifiers: NR

Diagnostic category, n
(%): Autism : 100%

Other characteristics, n
(%):

ADOS Social scores:

G1: 10.3, SD 2.3;

G2: 11.1, SD 2.7),

ADOS Restricted and
Repetitive Behaviors:

G1: 2.6, SD 1.3;

G2: 3.6, SD 2.0),

Comments: 11/15 children (73%) in G1 and 4/14 in G2 showed a faster Nc response to faces than to objects. ERP and cortical activation data not included here. Greater cortical activation while viewing faces associated with improved social behavior.

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Eikeseth et al. 2012 ¹² Country: Sweden/Norway Intervention setting: Mainstream public preschools or kindergartens, and children's homes Enrollment period: March 2008 – May 2010 (experimental group); 2005 – 2010 (control group) Funding: NR Design: Retrospective cohort	Intervention: Early and Intensive Behavioral Intervention (EIBI) for 1 year (15-37 hours per week; mean = 23, sd = 5.3) in preschool/kindergarten classrooms and homes Assessments: Conducted by child's supervisor: VABS (Vineland Adaptive Behavior Scales), adaptive and maladaptive behavior subscales CARS (Childhood Autism Rating Scale) Groups: G1: EIBI G2: standard care Provider: EIBI education team: Therapist: school staff, no academic degree, no training/experience with EIBI prior to study Parents Supervisor from Banyan Center (Sweden) with bachelor's or master's degrees Other significant adults Standard care education team: Special education teacher with minimum of bachelor's degree Teacher assistant, typically no academic degree Treatment manual followed: No – Based on UCLA model Defined protocol followed: Yes Measure of treatment fidelity reported: NR Co-interventions held stable during treatment:	Inclusion criteria: -diagnosis of autism -no EIBI prior to enrollment (G1) Exclusion criteria: -prior EIBI treatment (G1) Age, mean/yr ± SD: G1: 3.9 ± 0.9 G2: 4.4 ± 1.2 Mental age, mean/yr (SD): NR Gender, n (%): G1: M: 29 (83) F: 6 (17) G2: M: 20 (83) F: 4 (17) Race/ethnicity, n (%): NR SES: NR Diagnostic approach: G1: NR G2: all children diagnosed at Akershus University Hospital based on ICD-10 criteria Diagnostic category, n (%): Autism G1: 35 (100) G2: 24 (100) Other characteristics, n (%): NR	Overall ratings: Global Rating of Severity, mean ± SD: CARS G1: 37.2 ± 7.7 G2: NR Social skills, mean ± SD: VABS, socialization G1: 65.4 ± 9.8 G2: 63.3 ± 7.0 Communication/ language, mean ± SD: VABS, communication G1: 67.1 ± 14.0 G2: 65.5 ± 14.2 Repetitive behavior: NR Problem behavior, mean ± SD: VABS maladaptive G1: 19.5 ± 2.4 G2: NR Adaptive behavior, mean ± SD: VABS, total G1: 67.0 ± 10.3 G2: 63.6 ± 8.1 VABS age equivalent: G1: 1.9 ± 0.9 G2: 2.1 ± 0.8 VABS, ADL G1: 71.8 ± 12.8 G2: 67.5 ± 10.9 Motor skills, mean ± SD: VABS, motor G1: 75.9 ± 12.8 G2: 72.5 ± 10.6	Overall ratings: Global Rating of Severity, mean ± SD: CARS, 1-year follow-up: G1: 30.6 ± 7.1 G2: NR p < .001 2-year follow-up: G1: 27.2 ± 6.2 G2: NR p < .05 Social skills, mean ± SD: 1-year follow-up: VABS, socialization G1: 72.5 ± 12.3 G2: 64.3 ± 9.4 p<0.01 Communication/ language: 1-year follow-up: VABS, communication G1: 81.3 ± 16.9 G2: 63.6 ± 16.0 p<0.001 Problem behavior, mean ± SD: 1-year follow-up: VABS, maladaptive G1: 16.9 ± 2.5 G2: NR Adaptive behavior, mean ± SD: 1-year follow-up: VABS, total G1: 75.3 ± 12.0 G2: 64.0 ± 12.5 p<0.01 VABS, ADL 1-year follow-up: G1: 78.3 ± 14.4 G2: 68.0 ± 14.8 P<0.01 Motor skills, mean ± SD: 1-year follow-up: VABS, motor G1: 80.6 ± 10.6 G2: 71.8 ± 14.4 p<0.05 Educational/ cognitive/

NR	academic attainment: VABS, learning rate: mean ± SD 1-year follow-up: G1: 1.13 ± 0.66 G2: 0.59 ± 0.43 2-year follow-up: G1: 0.81 ± 0.72 G2: NR p<0.001
Concomitant therapies, n (%): NR	Harms: NR
N at enrollment: G1: 35 G2: 24	Modifiers: NR
N at follow-up: VABS Adaptive: 1-year follow-up: G1: 35 G2: NR 2-year follow-up: G1: 15 G2: NR	
VABS Maladaptive: 1-year follow-up: G1: 24 G2: NR 2-year follow-up: G1: 14 G2: NR	
CARS: 1-year follow-up: G1: 27 G2: NR 2-year follow-up: G1: 13 G2: NR	

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Eldevik et al. 2012 ¹³	Intervention: EIBI pre-school model	Inclusion criteria: -independent diagnosis of autism or PDD-NOS based on ADI-R	Intellectual functioning, mean \pm SD (range) G1: 51.6 \pm 16.9 (24-94) G2: 51.7 \pm 18.1 (30-89)	Intellectual functioning, mean \pm SD (range) G1: 66.6 \pm 24.8 (23-110) G2: 52.2 \pm 22.0 (23-86)
Country: Norway	Assessments: Bayley Scales of Infant Development (BSID), Stanford-Binet Intelligence Scale: Fourth or Fifth Edition, Norwegian version of the Wechsler Preschool and Primary Scale Intelligence-Revised (WPPSI); Vineland Adaptive Behavior Scales I or II (VABS). Assessment done after two years.	-between 2 and 6 years of age at intake -full-scale intelligence test and measure of adaptive behavior at intake and after two years of intervention -at least 5 hours/week of intervention	Adaptive behavior: VABS Adaptive behavior composite G1: 62.5 \pm 8.2 (46-77) G2: 58.9 \pm 7.8 (50-73)	Adaptive behavior: VABS Adaptive behavior composite G1: 68.4 \pm 12.6 (46-97) G2: 59.6 \pm 11.8 (47-83)
Intervention setting: school		Exclusion criteria: -See above	Communication G1: 61.9 \pm 10.2 (48-89) G2: 60.0 \pm 9.6 (49-81)	Communication G1: 70.5 \pm 16.9 (42-114) G2: 60.0 \pm 14.5 (42-84)
Enrollment period: January 2000 to February 2011		Age, mean/months \pm SD (range): G1: 42.2 \pm 9.0 (26-70) G2: 46.2 \pm 12.4 (24-67)	Daily living G1: 69.9 \pm 10.8 (48-89) G2: 64.8 \pm 10.6 (54-91)	Daily living G1: 72.0 \pm 12.9 (47-93) G2: 63.2 \pm 14.2 (48-95)
Funding: NR		Mental age, mean/years (range): NR	Socialization G1: 63.3 \pm 9.8 (49-97) G2: 63.1 \pm 8.9 (53-82)	Socialization G1: 69.1 \pm 12.0 (49-90) G2: 60.8 \pm 8.6 (41-80)
Design: cohort	Groups: G1: EIBI intervention G2: Treatment as usual			Harms: NR
	Provider: Psychologist was consultant for the supervisors at the preschools- Supervisors had bachelors degrees and between 2-10 years of experience with EIBI programs; school staff also administered EIBI	Gender: M, n (%): G1: 25 (80.6) G2: 8 (66.7) F, n (%): G1: 6 (19.4) G2: 4 (33.3)		Modifiers Three variables associated with outcome in G1: Age at intake correlated positively with gains in ABC scores. Other diagnosis (PDD-NOS or Asperger, rather than autism) was associated with larger gains in ABC scores and larger gains in communication and daily living skills sub domain. IQ at intake correlated positively with change in socialization sub domain of the VABS.
	Treatment manual followed: "The intervention was based on several widely used EIBI manuals."	Race/ethnicity, n (%): 16 of 31 children in EIBI group from ethnic minority groups in Norway (51.6%)		
	Defined protocol followed: NR	SES: NR		
	Measure of treatment fidelity reported: NR	Diagnostic approach: EIBI group: Referral from pedagogical-psychological services through local educational authorities to specialist evaluation		
	Co-interventions held stable during treatment: NR	Diagnostic tool/method: ADI-R		
	Concomitant therapies, n (%): NR	Diagnostic category, n (%): Autism G1: 25 (80.6) G2: 9 (75)		
	N at enrollment: G1: 31 G2: 12	PDD-NOS G1: 5 (16.1) G2: 3 (25)		
	N at follow-up:	Aspergers		

G1: 31	G1: 1 (3.2)
G2: 12	G2: 0 (0)
	Other characteristics, n
	(%):
	Level of intellectual disability
	No ID
	G1: 4 (12.9)
	G2: 2 (16.7)
	Mild ID
	G1: 10 (32.3)
	G2: 4 (33.3)
	Moderate ID
	G1: 12 (38.7)
	G2: 5 (41.7)
	Severe ID
	G1: 5 (16.1)
	G2: 1 (8.3)
	Profound
	G1: 0 (0)
	G2: 0 (0)

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Flanagan et al. year ¹⁴ Country: Canada Intervention setting: Treatment centers in the community, and children's homes Enrollment period: NR Funding: Regional Autism Programs of Ontario Network, CIHR STIHR Program Design: Retrospective cohort	Intervention: Intensive Behavioral Intervention (IBI) for 20 and 40 h per week, except when transitioning to or from treatment with a mean duration of 27.84 months, SD = 8.11 Wait-list control group had low intensity behavioral intervention <10 h/week with a mean duration of 17.01, SD = 2.81 Assessments: Autism severity, adaptive and cognitive skills assessed with Childhood Autism Rating Scale (CARS), Vineland Adaptive Behavior Scale (VABS), Mullen Scales of Early Learning, Weschler Preschool Primary Scale of Intelligence or Stanford-Binet Intelligence Scale Groups: G1: IBI G2: Wait-List control Provider: Master's level psychometrists or graduate-level psychology students working under the supervision of registered psychologists Treatment manual followed: NR Defined protocol followed: Yes Measure of treatment fidelity reported: NR Co-interventions held stable during treatment: NR Concomitant therapies, %: Specialized diets or special supplements:	Inclusion criteria: -children who had completed IBI or left the waitlist at TPAS within the previous 4 years -in IBI or on the waitlist for at least 12 months -complete information available about adaptive functioning, autism severity and cognitive skills, with all measures at the same time point completed within 3 months of one another -if on the waitlist: received fewer than 10 h/week of IBI from private agencies -if received IBI: received IBI for at least 80% of the interval between Time 1 and Time 2 testing Exclusion criteria: -received initial testing long before IBI program began See inclusion Age, mean \pm SD/months: G1: 42.93 \pm 11.53 G2: 42.79 \pm 10.51 Mental age, mean/hrs (range): NR Gender: Male (%) G1: (87) G2: (84) Race/ethnicity, n (%): NR SES: G1+G2: Education: neither parent attending college or university: 29% , at least one parent attending college or university : 51%, at least one parent completing a professional or graduate degree: 20% Household income, mean (range): NR Diagnostic approach:	Mean \pm SD CARS G1: 32.83 \pm 3.99 G2: 32.62 \pm 3.74 VABS standard scores composite G1: 55.38 \pm 7.00 G2: 55.49 \pm 7.11 VABS Ratio scores Composite G1: 30.78 \pm 10.78 G2: 30.79 \pm 10.67 Communication G1: 25.47 \pm 15.81 G2: 25.50 \pm 11.97 Daily Living Skills G1: 42.79 \pm 11.97 G2: 42.87 \pm 12.11 Socialization G1: 24.08 \pm 9.36 G2: 23.99 \pm 11.22	Mean \pm SD CARS G1: 30.20 \pm 4.97 G2: 32.57 \pm 5.55 Estimated marginal scores (adjusted for duration of treatment and age at time 2 and initial scores): G1: 30.00 G2: 32.77 (p= 0.033) VABS standard scores composite G1: 56.34 \pm 14.40 G2: 52.19 \pm 8.77 Estimated marginal score: G1: 56.96 G2: 50.66 (p=0.008) Ratio scores composite G1: 41.77 \pm 20.26 G2: 31.15 \pm 11.82 Estimated marginal score G1: 40.75 G2: 30.32 (p=0.002) Communication: G1: 46.60 \pm 29.91 G2: 30.33 \pm 16.98 Estimated marginal score: G1: 43.45 G2: 29.80 (p=0.006) Daily Living Skills: G1: 44.83 \pm 14.01 G2: 40.03 \pm 11.06 Estimated marginal score: G1: 45.04 G2: 38.80 (p=0.023) Socialization: G1: 33.90 \pm 19.04 G2: 23.11 \pm 10.85 Estimated marginal score: G1: 33.49 G2: 21.88 (p=0.001) Cognitive skills: IQ estimate G1: 55.80 \pm 26.97

G1: NR G2: 14	In Study Diagnostic tool/method: CARS, in combination with clinical observation and a diagnostic and adaptive interview	G2: 39.50 ± 18.93 Estimated marginal score: G1: 55.71 G2: 36.46 (p=0.002)
Speech therapy G1: NR G2: 68		Harms : NR
Occupational therapy G1: NR G2: 53	Diagnostic category, %: Autism: 50 PDD-NOS: 50	Modifiers : Younger initial age predicted better cognitive outcomes in G1 but not in G2
Behavioral consultation G1: NR G2: 34	Other characteristics, n (%): NR	
Took medication for autism: G1: NR G2: 7		
Low intensity (< 10 hours/week) behavioral intervention G1: NR G2: 14		
N at enrollment: G1: 79 G2: 61		
N at follow-up: G1: 61 G2: 61		

Comments: Interval between test periods (duration) was longer for G1 so they were older at time of second assessment. Differences in duration and age were statistically controlled for in analysis

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Ingersoll et al. 2012 ^{15, 16} Country: US Intervention setting: Psychology clinic Enrollment period: NR Funding: NR Design: RCT	Intervention: Reciprocal Imitation Training (RIT), 10 weeks, 1 hr/day, 3 days/week Assessments: parent; observation in clinic Groups: G1: Reciprocal Imitation Training (RIT) G2: Standard treatment Provider: Therapists Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: Yes Concomitant therapies, n (%): Outside intervention per week, mean hours \pm SD: G1: 11.0 \pm 8.1 G2: 13.2 \pm 8.8 N at enrollment: G1: 15 G2: 14 N at follow-up: G1: 14 G2: 13	Inclusion criteria: -diagnosed with autism -age between 27 and 47 months Exclusion criteria: -see inclusion criteria Age, mean/months \pm SD: G1: 39.3 \pm 7.3 G2: 36.5 \pm 8.0 Nonverbal mental age, mean/months \pm SD: G1: 20.8 \pm 6.6 G2: 17.9 \pm 7.5 Expressive language age, mean/months \pm SD: G1: 17.3 \pm 5.5 G2: 16.2 \pm 5.9 Gender: M, n (%): G1: 13 (93) G2: 11 (85) F, n (%): G1: 1 (7) G2: 2 (15) Race/ethnicity, n (%): % minority status: G1: 36 G2: 39 SES: Maternal education, n (%): NR Household income, mean (range): NR Diagnostic approach: In Study & Referral Diagnostic tool/method: DSM-IV-TR criteria by psychologic & Autism Diagnostic Observation Schedule- Generic (ADOS-G) Diagnostic category, n (%): Autism: 29 (100) PDD-NOS: 0 Aspergers: 0 Other characteristics, n	Number of spontaneous play acts (SPA): G1: 30.27 \pm 19.43 G2: 20.10 \pm 13.35 Response to joint attention (ESCS): G1: 51.72 \pm 22.90 G2: 49.50 \pm 24.37 Initiation of joint attention (ESCS): G1: 2.73 \pm 2.72 G2: 2.10 \pm 3.25	Social skills: Social-Emotional Scale: Time x group: $p = 0.02$ Communication/ language: ESCS Initiating joint attention $p < 0.05$ Elicited imitation: G1: 20.64 \pm 11.40 G2: 7.20 \pm 6.65 $p < 0.05$ Spontaneous imitation: G1: 17.27 \pm 11.56 G2: 4.70 \pm 3.83 $p < 0.05$ Harms: NR Modifiers: NR

(%): NR

Comments: Pre- and post-treatment imitation data from 22 of these children were presented in a previous publication. The original numerical data is not presented, only conclusions.

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Kaale et al. 2012 ¹⁷ Country: Norway Intervention setting: clinic Enrollment period: October 2006 to August 2008 Funding: South-Eastern Norway Regional Health Authority and Center for Child and Adolescent Mental Health, Eastern and Southern Norway Design: RCT	Intervention: Joint attention intervention (modification of Kasari manual); intervention was individualized and relied on combination behavioral and developmental model. Lasted 8 week with two daily sessions (5 days/week) each session was 20 minutes—5 min of table top training and 15 min of floor play. Control group received regular preschool program Assessments: Mullen Scale of Early Learning (MSEL), Early Social Communication Scale (ESCS), preschool teacher-child play observed Groups: G1: Joint Attention G2: control Provider: Preschool teachers Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: G1: 34 G2: 27 N at follow-up: G1: 34 G2: 27	Inclusion criteria: -chronological age 24-60 months -confirmed ICD-10 diagnosis of childhood autism -attendance in preschool Exclusion criteria: -central nervous system disorders (e.g epilepsy, cerebral palsy) -non Norwegian speaking parents Age, mean/mos ± SD: G1: 47.6 ± 8.30 G2: 50.3 ± 8.3 Mental age, mean/mos (range): G1: 25.6 ± 10.8 G2: 30.3 ± 12.0 Gender: M, n (%): G1: 26 (76.5) G2: 22 (81.5) F, n (%): G1: 8 (23.5) G2: 5 (18.5) Race/ethnicity, n (%): NR SES: Mean education level (scale 1-5) G1: 3.2 ± 1.3 G2: 3.5 ± 1.0 Diagnostic approach: In Study/Referral Diagnostic tool/method: Comprehensive clinical evaluation; 80% tested with ADOS and/or ADI-R Diagnostic category, n (%): Autism :100% Other characteristics, n (%): Developmental quotient mean ± SD: G1: 53.3 ± 19.2	JA during ESCS G1: 1.3 ± 2.8 G2: 1.3 ± 1.8 JA during teacher-child play G1: 0.7 ± 1.3 G2: 0.4 ± 1.1 JE during teacher-child play (%) G1: 53.1 ± 23.1 G2: 58.0 ± 23.8 JA during mother-child play G1: 1.1 ± 1.6 G2: 1.4 ± 2.0 JE during mother-child play (%) G1: 45.1 ± 23.4 G2: 50.2 ± 21.7 JA during mother-child play G1: 2.4 ± 3.6 G2: 1.8 ± 3.2 p=0.09 JE during mother-child play (%) G1: 57.3 ± 22.8 G2: 49.2 ± 19.9 p=0.015 Harms: NR Modifiers: Chronological age, language age, DQ and program philosophy did NOT moderate the effect of JA intervention	JA during ESCS G1: 1.6 ± 2.6 G2: 1.6 ± 2.2 p=0.99 JA during teacher-child play G1: 1.8 ± 3.2 G2: 0.4 ± 0.7 p=0.036 JE during teacher-child play (%) G1: 56.0 ± 22.2 G2: 62.7 ± 20.9 p=0.53 JA during mother-child play G1: 2.4 ± 3.6 G2: 1.8 ± 3.2 p=0.09 JE during mother-child play (%) G1: 57.3 ± 22.8 G2: 49.2 ± 19.9 p=0.015

G2: 59.9 ± 19.7
Receptive language age,
mean/mos ± SD:
G1: 21.0 ± 10.3
G2: 25.8 ± 11.7

Expressive language
age, mean/mos ± SD:
G1: 18.8 ± 10.5
G2: 24.9 ± 12.8

Preschool placement, n
(%)
Mainstream preschool
G1: 30 (88)
G2: 24 (89)
ASD-unit in mainstream
pre-school
G1: 2 (6)
G2: 2 (7)
ASD preschool
G1: 2 (6)
G2: 1 (4)
Program philosophy
ABA-based program
G1: 20 (59)
G2: 12 (44)
Eclectic program
G1: 14 (41)
G2: 15 (56)

Hours/week in school
G1: 36.4 ± 5.7
G2: 38.4 ± 3.6

1:1 training hours/week
G1: 11.0 ± 5.2
G2: 10.7 ± 6.9

1:1 support in group
hrs/week
G1: 19.2 ± 7.6
G2: 19.0 ± 7.3

Ordinary group hr/week
G1: 6.1 ± 7.9
G2: 10.0 ± 7.7

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Kasari et al., 2012 18, 19 Country: US Intervention setting: Clinic Enrollment period: NR Funding: NIH grant Design: RCT	Intervention: Joint attention intervention: Goal to increase child's joint attention initiations during novel play routines. Symbolic play intervention to increase child's level and frequency of play acts according to play scale adapted from Lifter. Treatment sessions held every day for 5-6 weeks. Control group received standard treatment (ABA) Assessments: Early Language Communication Scale (ESCS); Mullen Scales of Early Learning; Reynell Developmental Language Scales Groups: G1: joint attention intervention G2: symbolic play G3: control Provider: see Kasari et al 2006 Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: G1: 20 G2: 21 G3: 17 N at follow-up: G1: 20 G2: 16	Inclusion criteria: -Diagnosis of autism on the ADI-R and ADOS -Age < 5 years old -Accessible for follow-up Exclusion criteria: -Seizures -Additional medical diagnoses (e.g., genetic syndromes) -Geographically inaccessible for follow-up visits -Did not plan to stay in the early intervention program for at least 4 weeks Age, mean/mos \pm SD: G1: 43.05 \pm 6.863 G2: 41.41 \pm 6.491 G3: 41.31 \pm 4.542 Mental age, mean/ mos \pm SD: G1: 26.29 \pm 8.713 G2: 26.59 \pm 7.550 G3: 22.05 \pm 9.532 Gender: M, n (%): G1: 15 (75) G2: 11 (69) G3: 14 (87.5) F, n (%): G1: 5 (25) G2: 5 (31) G3: 2 (12.5) Race/ethnicity, n (%): White G1: 16 (80) G2: 12 (75) G3: 9 (56.3) Minority G1: 4 (20) G2: 4 (25) G3: 7 (43.7) SES: Maternal education, n (%): High school G1: 0 G2: 0 G3: 1 Some College/technical G1: 2 G2: 3	Joint attention and shared positive effect, mean \pm SD: G1: 3.25 \pm 5.37 G2: 3.25 \pm 4.38 G3: 4.50 \pm 6.57 Joint attention and shared positive effect and utterance (s) , mean \pm SD: G1: 1.05 \pm 2.44 G2: 1.56 \pm 4.00 G3: 2.50 \pm 4.56	At 6 month follow-up Joint attention and shared positive effect, mean \pm SD: G1: 6.15 \pm 5.72 G2: 7.91 \pm 3.06 G3: 3.06 \pm 4.39 Joint attention and shared positive effect and utterance, mean \pm SD: G1: 4.10 \pm 4.64 G2: 3.19 \pm 3.58 G3: 1.75 \pm 3.38 At 12 month follow-up Joint attention and shared positive effect, mean \pm SD: G1: 7.65 \pm 6.80 G2: 9.44 \pm 3.88 G3: 3.88 \pm 5.32 Joint attention and shared positive effect and utterance (s) , mean \pm SD: G1: 5.30 \pm 5.68 G2: 5.75 \pm 7.02 G3: 1.56 \pm 3.10 At 5 years follow-up (n=40/58): Cognitive and language ability: >30 Months: G1: 13 (87%) G2: 11 (79%) G3: 8 (73%) total: 32 (80%), p=0.67 DAS (standard score): G1: 93.5 (22.32) G2: 87.73 (17.96) G3: 89.23 (13.13) total: 90.44 (18.51) p=0.75 EVT (standard score): G1: 86.5 (18.9) G2: 86.4 (19.3) G3: 80.5 (22.3) total: 85.0 (19.4), p=0.77 Baseline play predicting spoken language at 5

<p>G3: 16</p> <p>At 5 years follow-up:</p> <p>G1:15</p> <p>G2:14</p> <p>G3:11</p>	<p>G3: 4</p> <p>College/professional</p> <p>G1: 18</p> <p>G2: 13</p> <p>G3: 11</p> <p>Household income, mean (range): NR</p> <p>Diagnostic approach: In Study/Referral Diagnostic tool/method: ADOS/ADI-R Diagnostic category, n (%): Autism (100)</p> <p>Other characteristics, n (%):</p> <p>Expressive language age, mean/ mos \pm SD: G1: 20.6\pm 6.508 G2: 23.18 \pm 7.418 G3: 19.75 \pm 7.819</p> <p>Receptive language age, mean/ mos \pm SD: G1: 20.55\pm 7.272 G2: 23.35 \pm 9.380 G3: 17.94 \pm 8.813</p>	<p>years ($X^2 = 18.15$, $p < .01$, $R^2 = 0.58$).and cognitive scores at 8 years of age (functional play types- ($F_{1,30}=14.62$, $p<0.01$)). For a 1-unit increase in functional play types, there was a 2.12 (SE 0.55) standard score increase on the DAS.</p> <p>Children gained a standard score of 1.1 (SE =0.3) in spoken vocabulary ability per month that they enter the treatment earlier and they gain a standard score of 2.1 (SE =0.9) in spoken vocabulary ability per one frequency increase in joint attention initiations</p> <p>G1 scored an average of 12.5 (SE =5.8) points higher than G3 on the language measure, and G2 scores an average of 10.6 (SE = 6.2) points higher on the language measure than G3. No group difference ($p=0.61$).</p> <p>Harms: NR</p> <p>Modifiers Interactions of group and time were found for both types of joint attention quality.</p>
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Comments: Used data from previous published RTC (Kasari et al 2006); Original study had 58 participants; 6 were not included in this analysis because portions of their ESCS data were missing. Kasari et al 2012 followed 40/58 children at 5 years and 8 years after intervention

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Kasari et al. 2012 ²⁰ Country: US Intervention setting: School Enrollment period: August 2003 to September 2007 Funding: NIMH, HRSA, NCT Design: RCT	Intervention: Child-assisted approach: Children with ASD given 20 min twice weekly sessions for 6 weeks with direct instruction, to develop strategies to engage socially with their peers Peer-mediated: Three classroom peers of child with ASD taught strategies for engaging children with social challenges on the playground. Training given for 20 min twice weekly sessions for 6 weeks Assessments: Social Network Survey, Teacher perception of social skills (TPSS), Playground observation of peer engagement, behavioral assessment (direct observations, and peer, self and teacher reports) Groups *: G1: CHILD-assisted G2: PEER-mediated G3: Both PEER and CHILD Interventions G4: Neither PEER nor CHILD Provider: Graduate students in Educational Psychology Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR	Inclusion criteria: -met criteria for ASD on the ADI-R and ADOS administered by blind, independent psychologists -fully included in a regular education classroom for at least 80% of the school day -between the ages of 6–11 years old -in grades 1–5 -IQ of 65 or higher -did not have additional diagnoses Exclusion criteria: See inclusion Age, mean \pm SD: 8.14 years \pm 1.56 Mental age, mean \pm SD: IQ: 90.97 \pm 16.33 Gender: M, 90 % F, 10 % Race/ethnicity, n (%): Caucasian 46.6%, African American, 5% Latino, 21.7% Asian: 16.7% Other: 10% SES: NR Diagnostic approach: NR Diagnostic tool/method: ADI-R, ADOS Diagnostic category, n (%): ASD: 100 Other characteristics, n: first grade: 15 second grade: 18 third grade: 8 fourth grade: 11 fifth grade: 8	Mean \pm SD Social network Saliency: Assigned to CHILD: 0.26 \pm 0.22 Not assigned to CHILD: 0.38 \pm 0.26 Assigned to PEER: 0.35 \pm 0.29 Not assigned to PEER: 0.29 \pm 0.19 Received friendship nominations (range 0–8) Assigned to CHILD: 1.23 \pm 1.48 Not assigned to CHILD: 1.80 \pm 1.83 Assigned to PEER: 1.80 \pm 2.01 Not assigned to PEER: 1.23 \pm 1.22 Outward nominations (range 0–15) Assigned to CHILD: 4.27 \pm 2.89 Not assigned to CHILD: 3.43 \pm 2.49 Assigned to PEER: 4.17 \pm 2.93 Not assigned to PEER: 3.53 \pm 2.47 Rejection nominations (range 0–9) Assigned to CHILD: 1.71 \pm 2.02 Not assigned to CHILD: 1.69 \pm 1.85 Assigned to PEER: 2.17 \pm 2.07 Not assigned to PEER: 1.19 \pm 1.62 Reciprocal friendships (%age) (range 0–100) Assigned to CHILD: 6.25 \pm 25.00 Not assigned to CHILD: 18.18 \pm 40.45	Mean \pm SD Social network salience Assigned to CHILD: 0.46 \pm 0.29, 0.34 \pm 0.25 Not assigned to CHILD: 0.37 \pm 0.21, 0.37 \pm 0.30 Assigned to PEER: 0.51 \pm 0.29, 0.41 \pm 0.29 Not assigned to PEER: 0.32 \pm 0.18, 0.30 \pm 0.25 children who received both the CHILD and PEER interventions had significantly higher SNS scores (M = 0.60; SD = 0.30) when compared to children who received the CHILD intervention (M = 0.31; SD = 0.21), $t(28) = 2.99$, $p = .006$, $d = 1.12$, as well as those who received neither CHILD nor PEER intervention (M = 0.32; SD = 0.15), $t(28) = 3.23$, $p = .003$, $d = 1.18$. Received friendship nominations (range 0–8) Assigned to CHILD: 2.00 \pm 2.10, 1.41 \pm 1.52 Not assigned to CHILD: 2.33 \pm 1.49, 1.53 \pm 1.55 Assigned to PEER: 2.80 \pm 1.96, 1.73 \pm 1.76 Not assigned to PEER: 1.53 \pm 1.43, 1.21 \pm 1.21 Outward nominations (range 0–15) Assigned to CHILD: 4.67 \pm 2.20, 4.10 \pm 2.43 Not assigned to CHILD: 4.43 \pm 3.22, 3.40 \pm 2.19 Assigned to PEER: 4.63 \pm 2.28, 4.10 \pm 2.54 Not assigned to PEER: 4.47 \pm 3.17, 3.38 \pm 2.04 Rejection

N at enrollment:	Assigned to PEER: 13.33 ± 35.19	nominations (range 0–9)
G1: 15	Not assigned to PEER: 8.33 ± 28.87	Assigned to CHILD: 2.11 ± 2.82, 2.15 ± 2.54
G2: 15		Not assigned to CHILD: 2.03 ± 1.80, 1.93 ± 1.91
G3: 15	Teacher perceptions	Assigned to PEER: 2.37 ± 2.25, 2.40 ± 2.27
G4: 15	Assigned to CHILD: 23.31 ± 4.61	Not assigned to PEER: 1.74 ± 2.43, 1.62 ± 2.12
N at follow-up:	Not assigned to CHILD: 23.31 ± 3.63	
G1: 14	Assigned to PEER: 23.13 ± 4.02	Reciprocal friendships (%age) (range 0–100)
G2: 15	Not assigned to PEER: 23.51 ± 4.27	Assigned to CHILD: 15.79 ± 37.46
G3: 15	Solitary engagement Mean (SD): Child: 0.36 ± 0.29 Peer: 0.34 ± 0.29	Not assigned to CHILD: 13.33 ± 35.19
G4: 15	Joint engagement Mean (SD): Child: 0.41 ± 0.34 Peer: 0.43 ± 0.34	Assigned to PEER: 13.64 ± 35.13
		Not assigned to PEER: 16.67 ± 38.93
		7.14 ± 26.73
		Teacher perceptions
		Assigned to CHILD: 24.18 ± 3.33
		24.76 ± 4.05
		Not assigned to CHILD: 24.62 ± 4.47
		23.97 ± 4.20
		Assigned to PEER: 25.19 ± 3.45
		24.95 ± 3.72
		Not assigned to PEER: 23.49 ± 4.26
		23.61 ± 4.50
		End of Treatment: Solitary engagement Mean (SD): Child: 0.33 ± 0.27) Peer: 0.28 ± 0.26)
		Joint engagement Mean (SD): Child: 0.43 ± 0.27 Peer: 0.44 ± 0.31
		Follow-up: Solitary engagement Mean (SD): Child: 0.33 ± 0.30 Peer: 0.19 ± 0.24
		Joint engagement

Mean (SD):
Child: 0.43 ± 0.35
Peer: 0.51 ± 0.34

Harms: NR

Modifiers: NR

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Landa et al. 2011#6304;#8035 }	Intervention: Interpersonal synchrony (IS) four days per week for 2.5 hours / day for 6 months, home-based parent training (1.5 hours per month), parent education (38 hours), and instructional strategies, + supplementary social curriculum.	Inclusion criteria: -meeting criteria on the ADOS for ASD or autism and receiving ASD diagnosis by expert clinician -chronological age between 21-33 months -non-verbal mental age at least 8 months per Mullen Scales of Early Learning Visual Reception Scale -no siblings with ASD -English primary language spoken at home -no known etiology for ASD Exclusion criteria: -see inclusion	Primary outcomes, mean \pmSD SEI: G1: 0.17 \pm 0.19 G2: 0.25 \pm 0.24 IJA : G1: 2.29 \pm 3.16 G2: 2.79 \pm 3.62 SPA: G1: 2.42 \pm 2.93 G2: 3.54 \pm 3.56 Secondary Outcomes, mean \pm SD EL T scores: G1: 23.92 \pm 5.50 G2: 25.92 \pm 8.12 VR T scores: G1: 27.50 \pm 8.27 G2: 31.12 \pm 9.86	Post-test: SEI: G1: 0.42 \pm 0.24 G2: 0.35 \pm 0.23 IJA: G1: 7.70 \pm 9.33 G2: 5.00 \pm 7.91 SPA: G1: 6.87 \pm 7.55 G2: 5.33 \pm 6.64 EL T: G1: 34.08 \pm 14.59 G2: 31.92 \pm 13.67 VR T: G1: 36.75 \pm 14.54 G2: 32.24 \pm 14.07 At 6 month follow-up: Group Difference effect size (p value); SEI: 0.86 (0.01) IJA: 1.56 (0.07) SPA:0.81 (0.27) EL T: 0.57 (0.24) VR T: 0.46 (0.33) Growth trends: Difference between G1 & G2: Baseline to post-test: Effect size (p value): SEI: 76 (0.04) IJA: 0.93 (0.11) SPA:0.83 (0.17) EL T: 0.60 (0.13) VR T: 0.84 (0.02) Post-test to follow-up; SEI: 0.43 (0.24) IJA: 0.68 (0.25) SPA:0.41 (0.52) EL T: 0.09 (0.83) VR T: -0.10 (0.78) T1–T4 change: n, mean \pm SD: IQ: N= 42, 21.4 \pm 22.9, d= 1.02, p<0.001 Vineland Communication Domain standard score: N= 46, 12.7 \pm 19.4 , d=0.81, p<0.001
Country: US	Non-interpersonal synchrony includes everything as in the IS group except supplementary curriculum Both groups received Assessment, Evaluation, and Programming System for Infants and Children (AEPS) curriculum.	Age, mean \pm SD/ months (range): Range: 21-33 months G1: 28.6 \pm 2.6 G2: 28.8 \pm 2.8	EL T scores: G1: 23.92 \pm 5.50 G2: 25.92 \pm 8.12	
Intervention setting: Classroom at autism center		Mental age: NR		
Enrollment period: NR	Assessments: Communication and Symbolic Behavior Scales Developmental Profile to measure initiation of joint attention (JA) and shared positive affect (SPA). Socially engage imitation (SEI) Socially engaged imitation (SEI) coded from videotapes of structured imitation task. MSEL Expressive Language (EL) and VR. Assessments were conducted pre-intervention, immediately post-intervention, and at six-month follow-up.	Gender, n (%): Males: G1: 20 (83.3) G2: 20 (80) Females: G1: 4 (16.7) G2: 5 (20)		
Funding: NIMH; HRSA		Race/ethnicity, n (%): Caucasian G1: 19 (79.2) G2: 19 (79.2)		
Design: RCT		SES: Maternal education: NR		
	Groups: G1: Interpersonal synchrony (IS) G2: Non-interpersonal synchrony (Non-IS)	Household income, Hollingshead SES score, mean \pm sd G1: 54.7 \pm 8.7 G2: 53.3 \pm 10.3		
	Provider: Interventionists (Master's level teacher and teaching assistants)	Diagnostic approach: In Study		
	Treatment manual followed: NR	Diagnostic tool/method: Expert clinician		
		Diagnostic category, n		

Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: NR Concomitant therapies, n (%) :# hrs of Speech Language treatment (pre to post): G1:24.45 (19.38) G2:21.38 (16.20) # hrs of Speech Language treatment (post to follow-up): G1:28.07 (27.01) G2:26.26 (18.82) N at enrollment: G1: 25 G2: 25 N at follow-up: G1: 24 G2: 24	(%) : Autism: 100% ? Other characteristics, n (%) : NR	ASD severity: N= 47, 0.1 ±2.5, d= 0.05, p=NS Harms: NR Modifiers: NR
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Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Lawton et al. 2012 ²¹ Country: US Intervention setting: Preschool classrooms Enrollment period: Fall 2008 to Fall 2009 Funding: NR Design: RCT	Intervention: Joint Attention and Symbolic Play/Engagement and Regulation Intervention (JASP/ER) for 6 weeks; teachers received training once/week; interventionists met with the dyads twice/week for 30 minutes Assessments: Class observation; Early Social Communication Scales (ESCS); taped play interaction Groups: G1: JASP/ER intervention G2: Delayed treatment with standard practice Provider: Preschool teachers Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: G1: 9 dyads (dyad= 1 instructor and student) G2: 7 dyads N at follow-up: G1: 9 dyads G2: 7 dyads	Inclusion criteria for child: -school district label of autism or autism spectrum disorder (ASD) -met research criteria for autism or ASD on the Autism Diagnostic Observation System- Generic -between 3-5 years of age -attended public preschool at least 4 hours a day, 3 times a week -attends a classroom with a teacher willing to participate in the study Inclusion criteria for teacher or paraprofessional: -able to work with one child in the classroom through the entire study -available to attend the intervention meetings Exclusion criteria: -children with seizures, associated physical disorders, or co-morbidity with other syndromes or diseases Age, mean/months \pm SD: G1: 46.0 \pm 5.00 G2: 43.01 \pm 6.00 Mental age, mean/months SD: G1: 30.3 \pm 5.01 G2: 33.8 \pm 8.74 Gender: NR Race/ethnicity, n (%): Child: Caucasian: G1: 4 (44.4) G2: 5 (71.4) Minority: G1: 5 (55.6) G2: 2 (28.6) Instructor: Caucasian:	Social skills: Engagement States Duration of engagement states in minutes: Object engagement, mean \pm SD: G1: 4.12 \pm 1.99 G2: 4.28 \pm 1.71 Supported engagement, mean \pm SD: G1: 4.27 \pm 1.77 G2: 3.94 \pm 1.89 Communication/ language: Class observation Frequency of joint attention initiations (IJAs): Total IJA, mean \pm SD: G1: 1.67 \pm 2.60 G2: 2.43 \pm 2.51 Point, mean \pm SD: G1: 1.33 \pm 2.59 G2: 0.29 \pm 0.49 Show, mean \pm SD: G1: 0.33 \pm 0.50 G2: 0.71 \pm 1.11 Give, mean \pm SD: G1: 0.00 \pm 0.00 G2: 0.71 \pm 1.25 Look, mean \pm SD: G1: 0.00 \pm 0.00 G2: 0.71 \pm 1.11 ESCS Frequency of Joint Attention Initiations (IJAs): Total IJA, mean \pm SD: G1: 11.89 \pm 10.01 G2: 13.29 \pm 7.34 Point, mean \pm SD: G1: 5.78 \pm 5.70 G2: 7.57 \pm 5.09 Show, mean \pm SD: G1: 1.13 \pm 1.81 G2: 0.43 \pm 0.79 Give, mean \pm SD: G1: 0.33 \pm 1.00 G2: 0.14 \pm 0.38 Look, mean \pm SD:	Social skills: Engagement States Duration of engagement states in minutes: Object engagement, mean \pm SD: G1: 2.87 \pm 1.31 G2: 4.94 \pm 1.71 p < 0.01 Supported engagement, mean \pm SD: G1: 5.58 \pm 4.11 G2: 4.11 \pm 1.68 p < 0.05 Communication/ language: Class observation Frequency of joint attention initiations (IJAs): Total IJA, mean \pm SD: G1: 7.00 \pm 4.15 G2: 1.83 \pm 1.00 p < 0.005 Point, mean \pm SD: G1: 2.77 \pm 1.99 G2: 0.14 \pm 0.38 p < 0.005 Show, mean \pm SD: G1: 1.11 \pm 1.05 G2: 0.00 \pm 0.00 p < 0.01 Give, mean \pm SD: G1: 2.22 \pm 2.49 G2: 0.14 \pm 0.38 p=NS Look, mean \pm SD: G1: 0.89 \pm 1.45 G2: 0.71 \pm 1.89 p=NS ESCS frequency of joint attention initiations (IJAs): Total IJA, mean \pm SD: G1: 15.33 \pm 10.89 G2: 9.00 \pm 7.23 p=NS Point, mean \pm SD: G1: 8.67 \pm 9.66 G2: 4.29 \pm 6.24 p=NS

G1: 7 (77.8)	G1: 4.78 ± 4.52	Show, mean ± SD:
G2: 3 (42.9)	G2: 5.14 ± 3.53	G1: 1.00 ± 0.87
Minority:		G2: 0.00 ± 0.00
G1: 2 (22.2)	Taped play interaction	p=0.025
G2: 4 (57.1)	Frequency of joint attention initiations :	Give, mean ± SD:
SES: NR	Total IJA, mean ± SD:	G1: 1.44 ± 3.61
Diagnostic approach:	G1: 4.78 ± 3.05	G2: 0.43 ± 1.13
Diagnostic tool/method:	G2: 7.29 ± 6.04	p=NS
Autism Diagnostic	Point, mean ± SD:	Look, mean ± SD:
Observation System-	G1: 2.33 ± 2.29	G1: 4.22 ± 1.99
Generic (ADOS-G)	G2: 2.14 ± 2.19	G2: 4.29 ± 5.02
Diagnostic category, n	Show, mean ± SD:	p=NS
(%):	G1: 1.44 ± 3.25	Taped play interaction
Autism: 100%	G2: 0.71 ± 1.25	frequency of joint
PDD-NOS: 0		attention initiations (IJAs):
Aspergers: 0	Give, mean ± SD:	Total IJA, mean ± SD:
Other characteristics, n	G1: 0.56 ± 0.73	G1: 6.22 ± 5.19
(%):	G2: 0.29 ± 0.49	G2: 4.00 ± 2.31
Instructors	Look, mean ± SD:	p=NS
Teacher:	G1: 0.44 ± 0.73	Point, mean ± SD:
G1: 2 (22.2)	G2: 4.14 ± 5.33	G1: 1.11 ± 1.57
G2: 2 (28.6)		G2: 1.29 ± 1.89
Paraprofessional, n:		p=NS
G1: 7 (77.8)		Show, mean ± SD:
G2: 5 (71.4)		G1: 1.77 ± 2.63
Instructor years of		G2: 0.29 ± 0.49
experience, mean ± SD:		p=NS
G1: 12.8 ± 12.5		Give, mean ± SD:
G2: 7.33 ± 9.29		G1: 1.11 ± 1.69
Instructor age, mean/yrs		G2: 0.71 ± 1.11
± SD:		p=NS
G1: 42.3 ± 16.3		Look, mean ± SD:
G2: 34.3 ± 16.9		G1: 2.22 ± 2.99
		G2: 1.71 ± 2.56
		p=NS
		Harms: NR
		Modifiers: NR

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Lerner et al. 2012 ²²	Intervention: Sociodramatic Affective Relational Intervention (SDARI)	Inclusion criteria: -previous diagnosis of HFASD from a licensed professional	Social Skills SRS, mean \pm SD G1: 76.57 \pm 10.47 G2: 82.17 \pm 10.68	Social Skills SRS, mean \pm SD G1: 75.57 \pm 13.05 G2: 76.17 \pm 9.56
Country: US	90 minute meetings once/week for 4 weeks;	-clinical cutoff scores on SCQ	SSRS parent, mean \pm SD G1: 77.57 \pm 8.70 G2: 82.33 \pm 17.76	SSRS parent, mean \pm SD G1: 79.71 \pm 9.59 G2: 82.33 \pm 15.65
Intervention setting: After-school?	each session included two 40 minute sessions using abridged versions of the curricula	Exclusion criteria: NR	Reciprocated friend nominations, mean \pm SD G1: 0.14 \pm 0.12 G2: 0.13 \pm 0.10	Reciprocated friend nominations, mean \pm SD G1: 0.24 \pm 0.09 G2: 0.27 \pm 0.21
Enrollment period: NR	Skillstreaming: 90 minute meetings once/week for 4 weeks; each session included two 40 minute sessions using abridged versions of the curricula	Age, mean/hrs (range): G1: 10.86 \pm 1.68 G2: 11.33 \pm 1.63	Social preference, mean \pm SD G1: 0.43 \pm 0.30 G2: 0.00 \pm 0.31	Social preference, mean \pm SD G1: 0.29 \pm 0.44 G2: 0.43 \pm 0.46
Funding: Jefferson Scholars' Foundation Graduate Fellowship	Assessments: parents completed standardized measures of children's social functioning before and after SSI; intervention staff completed standardized measure of social functioning after first and last session.	Gender: M, 13 (100%):	SSRS- Teacher, mean \pm SD G1: 80.43 \pm 11.87 G2: 73.17 \pm 19.17	SSRS- Teacher, mean \pm SD G1: 94.00 \pm 13.92 G2: 88.17 \pm 13.80
Design: RCT	Social Interaction observation system (SIOS) and sociometrics; Social Skill rating system – teacher (SSRS-T)	Race/ethnicity, n (%): White Asian	SIOS- Positive, mean \pm SD G1: 0.69 \pm 0.54 G2: 0.43 \pm 0.35	SIOS- Positive, mean \pm SD G1: 0.37 \pm 0.29 G2: 1.00 \pm 0.45
	Parent reported: SCQ, SRS, Social Skills Rating System- Parent (SSRS-P)	SES: Parental education ^a , mean \pm SD : G1: 5.43 \pm 0.79 G2: 5.33 \pm 0.82	SIOS- Negative, mean \pm SD G1: 0.18 \pm 0.21 G2: 0.05 \pm 0.13	SIOS- Negative, mean \pm SD G1: 0.05 \pm 0.09 G2: 0.28 \pm 0.25
	And post-treatment satisfaction questionnaire	Household income, mean (range): G1: \$70,000 \pm \$27,080 G2: \$86,700 \pm \$19,660	SIOS- Low level, mean \pm SD G1: 1.63 \pm 0.52 G2: 1.34 \pm 0.81	SIOS- Low level, mean \pm SD G1: 1.41 \pm 0.62 G2: 1.42 \pm 0.36
	Groups: G1: SDARI G2: Skillstreaming	Diagnostic approach: In Study/Referral		Harms: NR Modifiers: NR
	Provider: Intervention staff members, who received 3 hours training in intervention and weekly supervision in intervention administration and behavior management	Diagnostic category, n (%): Autism G1: 0 G2: 2 (33) PDD-NOS G1: 1 (14) G2: 1 (17) Asperger syndrome G1: 6 (86) G2: 3 (50)		
	Treatment manual followed: Yes	Other characteristics, n (%): Grade G1: 5.29 \pm 1.50 G2: 5.33 \pm 2.07		
	Defined protocol followed: NR	SCQ, mean \pm SD G1: 17.57 \pm 3.55		
	Measure of treatment			

fidelity reported: Yes **G2:** 16.83 ± 6.27

**Co-interventions held
stable during treatment:**
NR

**Concomitant therapies,
n (%):** NR

N at enrollment:

G1: 7

G2: 6

N at follow-up:

G1: NR

G2: NR

Comments: ^a Parental education scale: 1= 8th grade or less, 2= some high school, 3= some college, 4= some college, 5= college graduate and 6= graduate degree

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Reaven et al. 2012 ²³	Intervention: Facing Your Fears (FAF) 12 multifamily group sessions, 1 ½ hours, supported by manuals for facilitators, parents and youth. Duration of intervention was 4 months	Inclusion criteria: -chronological age between 7 and 14 years -confirmed diagnosis of ASD, determined by one of three expert clinical psychologists using recent ADOS and SCQ -speaking in full complex sentences reflected in recent standardized cognitive assessment -clinically significant symptoms of anxiety (score above clinical significance cutoff on separation, social and/or generalized anxiety subscales of the SCARED)	Anxiety Disorders Interview schedule for children Separation G1: 2.45 ± 2.33 (0-5) G2: 2.22 ± 2.49 (0-6) Social G1: 3.85 ± 2.13 (0-6) G2: 3.70 ± 2.36 (0-7) Specific phobia G1: 3.45 ± 2.35 (0-7) G2: 3.09 ± 2.09 (0-6) Generalized anxiety G1: 4.46 ± 2.02 (0-7) G2: 5.09 ± 1.44 (0-7)	Anxiety Disorders Interview schedule for children Separation G1: 1.05 ± 1.90 (0-5) G2: 1.87 ± 2.70 (0-7) Social G1: 2.40 ± 2.30 (0-5) G2: 3.61 ± 2.55 (0-7) Specific phobia G1: 1.88 ± 1.80 (0-6) G2: 3.65 ± 1.70 (0-6) Generalized anxiety G1: 2.55 ± 2.50 (0-6) G2: 4.61 ± 1.70 (0-7)
Country: US				
Intervention setting: clinic				
Enrollment period: NR	Assessments: ADOS, Anxiety Disorders Interview Schedule for Children – parent version; Clinical Global Impressions Scale-Improvement ratings			
Funding: Cure Autism Now, Autism Speaks, USDHHS grants				
Design: RCT	Groups: G1: facing your fears G2: control (usual treatment) Provider: 13 clinicians	Exclusion criteria: -see above Age, mean ± SD months: G1: 125.75 ± 21.47 G2: 125.00 ± 20.45	ADIS-P principal anxiety diagnoses (SAP, SOC, GAD, SpP) G1: 2.90 ± 0.91 (1-4) G2: 2.91 ± 0.95 (1-4)	ADIS-P principal anxiety diagnoses (SAP, SOC, GAD, SpP) G1: 2.25 ± 0.91 (1-4) G2: 2.83 ± 0.98 (1-4)
	Treatment manual followed: Yes	Mental age, mean/ yrs (range): NR		Harms: NR
	Defined protocol followed: Yes	Gender: M, n (%) G1: 24 (100) G2: 24 (92.3)		Modifiers: NR
	Measure of treatment fidelity reported: Yes	F, n (%) G1: 0 G2: 2 (7.7)		
	Co-interventions held stable during treatment: Yes, n G1: 23 G2: 23	Race/ethnicity, n (%): White G1: 22 (91.7) G2: 20 (76.9)		
	Concomitant therapies, n (%): Psychiatric medication use - any G1: 10 G2: 14 SSRI G1: 5 G2: 7 Atypical antipsychotic G1: 4 G2: 3 Stimulant G1: 5 G2: 4 Anticonvulsants G1: 1	Asian/Pacific Islander G1: 0 G2: 1 (3.8) African-American G1: 1 (4.2) G2: 2 (7.7) Multi-racial G1: 1 (4.2) G2: 3 (11.5) SES: Maternal education, : Graduated from college, n(%) G1: 15 (62.5) G2: 15 (57.7) Diagnostic approach:		

G2: 3	In Study/Referral
Alpha-blockers	
G1: 1	Diagnostic tool/method:
G2: 5	
Mood stabilizers	Diagnostic category, n
G1: 0	(%):
G2: 1	Autistic disorder
	G1: 16 (67.7)
N at enrollment:	G2: 15 (58.9)
G1: 24	PDD-NOS
G2: 26	G1: 0
	G2: 3 (11.5)
N at follow-up:	Asperger syndrome
G1: 21	G1: 8 (33.3)
G2: 26	G2: 8 (30.8)
N for analysis (ITT):	Other characteristics:
G1: 24	Full scale IQ estimate,
G2: 26	mean \pm SD (range):
	G1: 107.08 \pm 16.85 (70-139)
	G2: 102.23 \pm 17.33 (70-134)
	Verbal IQ, mean \pm SD
	(range):
	G1: 107.00 \pm 19.51 (65-133)
	G2: 100.73 \pm 18.98 (67-134)
	Nonverbal IQ, mean \pm SD
	(range):
	G1: 109.67 \pm 16.38 (75-133)
	G2: 105.04 \pm 17.86 (70-134)
	# Psychiatric diagnoses
	other than ASD
	G1: 1-7
	G2: 2-8

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Reed et al. 2012 ²⁴	Intervention: ABA: Followed well-recognized ABA procedures of discrete trial type. Overseen by trained supervisors and conducted by trained tutors in accordance with appropriate intervention manuals. All programs were home-based and mainly 1:1 with mean intensity of 30 hours/wk.	Inclusion criteria: -between 2 years 6 months and 4 years old -at the start of first intervention -no other teaching interventions -independent diagnosis of autistic disorder or PDD-NOS made by specialist pediatrician according to DSM-IV-TR criteria Exclusion criteria: -see above	GARS Autism Quotient, mean \pm SD G1: 91.1 \pm 14.4 G2: 97.1 \pm 9.7 G3: 88.9 \pm 24.4 G4: 99.0 \pm 9.7 Psycho-Educational Profile (PEP-R) overall score, mean \pm SD G1: 55.1 \pm 17.3 G2: 52.2 \pm 17.7 G3: 54.0 \pm 15.4 G4: 51.7 \pm 14.5 BAS Cognitive Ability mean \pm SD G1: 56.1 \pm 18.6 G2: 57.1 \pm 11.8 G3: 52.7 \pm 10.4 G4: 51.5 \pm 8.6 VABS composite mean \pm SD G1: 58.4 \pm 10.6 G2: 53.3 \pm 4.2 G3: 56.6 \pm 7.0 G4: 54.0 \pm 4.5	Composite change score mean \pm SD G1: 11.9 \pm 7.7 G2: 6.8 \pm 15.7 G3: 2.5 \pm 6.1 G4: 2.7 \pm 8.7 Adaptive behavior: VABS change score mean \pm SD G1: 2.1 \pm 4.9 G2: 3.8 \pm 5.9 G3: 0.2 \pm 4.9 G4: 0.8 \pm 5.1 Educational/ cognitive/ academic attainment: PEP-R change score mean \pm SD G1: 14.5 \pm 16.0 G2: 10.4 \pm 28.5 G3: 0.6 \pm 11.1 G4: 3.2 \pm 16.4 BAS change score mean \pm SD G1: 18.8 \pm 13.6 G2: 6.6 \pm 18.0 G3: 7.3 \pm 8.2 G4: 4.2 \pm 7.3 Harms: NR Modifiers Autism severity- for special nursery, portage and local authority (G2, G3, G4) gains made by children inversely related to autism severity and directly related to time-input. The converse was true for ABA.
Country: UK				
Intervention setting: School/home				
Enrollment period: NR				
Funding: NR				
Design: Cohort	Special Nursery Placement: 7 schools in south east England. Children taught in classes of 6-8, under supervision of teacher with postgraduate qualifications and specialist training. Portage: Home based program for preschool children with special ed needs, conducted in three authorities in south-east England. Relatively low-intensity (mean 8.5 hours/week) with majority of work conducted 1:1; supervised by trained portage supervisor with graduate level qualification and followed a written manual. Local authority: Home based program for pre-school children. Begins with intensive 5 day training class for parents. Home based supervision and support sessions delivered by educational psychologist up to 4 sessions/wk. These are 1:1 teaching sessions based on discrete trials and reinforcement, conducted by trained teaching assistants. Assessments: Gilliam Autism Rating Scale	Age, mean/mos \pm SD: G1: 39.0 \pm 6.9 G2: 41.5 \pm 4.0 G3: 39.5 \pm 6.3 G4: 40.2 \pm 6.3 Mental age, mean/hrs (range): NR Gender: M, n (%): G1: 13 G2: 18 G3: 16 G4: 12 F, n (%): G1: 1 G2: 3 G3: 2 G4: 1 Race/ethnicity, n (%): NR SES: Maternal education, n (%): High school College Household income, mean (range): Diagnostic approach: In Study/Referral Diagnostic tool/method: Diagnostic category, n (%): NR Other characteristics, n (%): Intervention hours mean (range)		

(GARS), Psycho-Educational Profile (PEP-R), British Abilities Scale (BAS II), Vineland Adaptive Behavior Scale (VABS)	G1: 30.4 (20-40) G2: 12.7 (3-23) G3: 8.5 (2-15) G4: 12.6 (11-22)
Conducted by experienced educational psychologist, blinded to group assignment, who completed PEP-R and BAS; assisted parents in completing GARS and VABS. Post intervention measures taken by same person at nine months after initial assessment.	1:1 Intervention hours mean G1: 28.3 G2: 3.1 G3: 6.5 G4: 12.2 (2.5) Group Intervention hours mean G1: 2.1 G2: 9.6 G3: 2.0 G4: 0.5 (0.9)
Groups: G1: ABA G2: Special Nursery G3: Portage G4: Local authority Provider: See above	Tutors (family tutors) mean number G1: 4.4 (1.0) G2: 4.0 (1.0) G3: 4.0 (2.0) G4: 3.1 (1.)

Treatment manual followed: ABA and Potage-yes

Defined protocol followed: NR

Measure of treatment fidelity reported: Yes

Co-interventions held stable during treatment:
Yes – “Receiving no other teaching interventions”

Concomitant therapies, n (%): NR
N at enrollment:
G1: 14
G2: 21
G3: 18
G4: 13

N at follow-up:
G1: 14
G2: 21
G3: 18
G4: 13

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Rogers et al. 2012 ²⁵	Intervention: Parent delivery - Early Start Denver Model (P-ESDM) 12-week, low-intensity (1-hour/wk of therapist contact), intervention for toddlers at risk for ASD	Inclusion criteria: -met risk criteria for ASD on two screeners (Early Screening of Autistic Traits Questionnaire, Infant Toddler Checklist, Modified Checklist for Autism in Toddlers) Exclusion criteria: -met criteria for ASD in a clinical assessment -ambulatory (crawling or walking), -had developmental quotients (DQ) of 35 or higher, -had English as one language spoken daily in the home	Mean ± SD: Modified ADOS social affect G1: 29.45 ± 9.16 G2: 34.14 ± 8.69 ADOS—Restrictive and Repetitive G1: 3.92 ± 2.01 G2: 4.31 ± 1.92 Mullen DQ G1: 64.88 ± 17.22 G2: 63.08 ± 15.93 Mullen Verbal DQ G1: 47.78 ± 22.19 G2: 44.45 ± 20.37	Mean ± SD: Modified ADOS social affect G1: 26.61 ± 10.14 G2: 27.33 ± 10.62 ADOS—Restrictive and Repetitive G1: 3.96 ± 1.86 G2: 3.82 ± 2.04 Mullen DQ G1: 69.82 ± 17.9 G2: 67.92 ± 17.93 Mullen Verbal DQ G1: 56.65 ± 23.65 G2: 54.35 ± 21.94
Country: US				
Intervention setting: University clinics for parent training	Treatment duration (hours), mean (SD): P-ESDM: 1.48 (1.94) Community treatment as usual : 3.68 (3.91)			
Enrollment period: NR				
Funding: Autism speaks grants, NIMH, NICHD	Assessments: Parent acquisition of ESDM intervention skills, developmental gains and core autism symptoms at baseline and 12 weeks later, immediately after the end of parent coaching sessions. Developmental Measures: Mullens Scales of Early Learning (MSEL), MacArthur-Bates Communicative Development Inventory: Words and Gestures (MCDI), VABS-II. Child Moderating variables: Imitation and Orienting to Social, Nonsocial, and Joint Attention Stimuli. Parent measures: General Family Demographic Data, Symptom Checklist-90-R (SCL-90-R), ESDM Parent Fidelity Tool, Child Intervention Hours	Exclusion criteria: -parental self-reported significant mental illness or substance abuse, -child significant medical conditions including cerebral palsy, gestational age of less than 35 weeks, genetic disorders related to developmental disabilities, -DQ below 35, -current or previous enrollment in intensive 1:1 autism intervention of more than 10 hours per week.	Mullen Nonverbal DQ G1: 80.96 ± 16.68 G2: 80.73 ± 15.51 MCDI Part I: Phrases Understood G1: 8.22 ± 7.02 G2: 9.38 ± 7.95 MCDI Part I: Vocabulary Comprehension G1: 64.53 ± 65.73 G2: 70.31 ± 78.34 MCDI Part I: Vocabulary Production G1: 12.24 ± 35.6 G2: 12.44 ± 39.72 MCDI Part II: Total Gestures G1: 19.89 ± 10.12 G2: 20.33 ± 11.15	Mullen Nonverbal DQ G1: 81.98 ± 14.82 G2: 80.57 ± 18.45 MCDI Part I: Phrases Understood G1: 12.73 ± 9.11 G2: 14.77 ± 8.14 MCDI Part I: Vocabulary Comprehension G1: 106.51 ± 96.81 G2: 125.72 ± 106.39 MCDI Part I: Vocabulary Production G1: 42.27 ± 61.99 G2: 38.87 ± 73.71 MCDI Part II: Total Gestures G1: 28.02 ± 12.62 G2: 29.79 ± 13.51
Design: RCT		Age, mean ± SD/months (range): 14 to 24 months G1: 21.02 ± 3.51 G2: 20.94 ± 3.42 Mental age, mean/years (range): NR Gender, n (%): Male G1: 37 (75.5) G2: 39 (62.5) Race/ethnicity, n (%): White G1: 34 (69.4) G2: 37 (75.5) SES, n (%): Maternal education Less than high school G1: 6 (12.8) G2: 13 (27.1)	VAB II: Communication G1: 67.66 ± 13.19 G2: 67.29 ± 11.05 VAB II: Daily Living Skills G1: 83.07 ± 12.4 G2: 83.21 ± 10.6 VAB II: Socialization G1: 76.68 ± 8.74 G2: 77.95 ± 8.01 VAB II: Adaptive Behavior Composite G1: 76.76 ± 10.3	VAB II: Communication G1: 72.55 ± 12.06 G2: 74.29 ± 14.55 VAB II: Daily Living Skills G1: 82.25 ± 13.82 G2: 84.04 ± 13.5 VAB II: Socialization G1: 77.32 ± 9.19 G2: 78.67 ± 10.78 VAB II: Adaptive Behavior Composite G1: 77.43 ± 9.59
	Groups: G1: Parent-delivered ESDM G2: Community interventions			
	Provider: Therapists provided parent training			
	Treatment manual followed: Yes			
	Defined protocol			

followed: yes	Some college	G2: 78.22 ± 8.88	G2: 80.33 ± 11.34
	G1: 10 (21.3)		
Measure of treatment fidelity reported: Yes	G2: 8 (16.7)	imitative Sequences	Imitative Sequences
	College	G1: 3.78 ± 3.12	G1: 4.58 ± 3.45
	G1: 17 (36.2)	G2: 2.53 ± 2.6	G2: 3.76 ± 3.44
Co-interventions held stable during treatment: NR	G2: 21 (43.8)		
	Some graduate school or graduate school	Mean Social Orient I	Mean Social Orient I
	G1: 14 (29.8)	G1: 0.47 ± 0.33	G1: 0.47 ± 0.28
Concomitant therapies, n (%): NR	G2: 6 (12.5)	Mean Nonsocial Orient	Mean Nonsocial Orient
		G1: 0.65 ± 0.3	G1: 0.74 ± 0.28
N at enrollment:	Household income:	G2: 0.62 ± 0.35	G2: 0.6 ± 0.37
G1: 49	<50K		
G2: 49	G1: 10 (22.2)	Mean Orient to Joint Attention	Mean Orient to Joint Attention
N at follow-up:	G2: 15 (32.6)		
G1: 49	50K–75K	G1: 0.35 ± 0.35	G1: 0.34 ± 0.29
G2: 49	G1: 5 (11.1)	G2: 0.28 ± 0.33	G2: 0.34 ± 0.34
	G2: 9 (19.6)		
	75K–100K		
	G1: 15 (33.3)		
	G2: 12 (26.1)		
	>100K		
	G1: 15 (33.3)		
	G2: 10 (21.7)		
	Diagnostic approach:		
	In Study		
	Diagnostic tool/method: ADOS-T		
	Diagnostic category, n (%):		
	ASD: 100%		
	Other characteristics, n (%): NR		
			Harms: NR
			Modifiers:
			younger age and more intervention hours positively affect developmental rates (p=0.002), and related to the degree of improvement in children's behavior for most variables

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Strauss et al. 2012 ²⁶ Country: Italy Intervention setting: clinic and home Enrollment period: NR Funding: NR Design: Prospective Cohort	Intervention: EIBI – cross-setting, staff and parent mediated. For 12 months, alternated between one week of 25 hours of therapist-led center-based intervention and 3 weeks of an average of 14 hrs/week parent-led home intervention. Comparison (eclectic): parents not actively seeking parental involvement; approximately 12 hours per week of in-home developmental intervention and cognitive behavioral treatment without active parental inclusion in therapy sessions. ** Group assignments not random. Parents were able to choose which group their children were assigned to. Assessments: ADOS, Griffith Mental Developmental Scales for ages 2-8 (GMDS-ER 2-8), VABS, MacArthur Communication Developmental Inventories (CDI), video coded challenging behaviors (including amount/difficulty of behavior targets), Parental Stress Index-Short Form (PSI-SF) Groups: G1: EIBI G2: eclectic Provider: Eclectic: In-home therapists with monthly or no supervision EIBI: Program director led parent trainings; staff	Inclusion criteria: -diagnosis of autism or PDD-NOS -absence of major medical issues other than autism or mental retardation -completed first 6 months of treatment progress -re-evaluated by child psychiatrist after 6 mos. Exclusion criteria: -see above Age, mean/mos \pm SD (range): G1: 55.67 \pm 17.63 (26-81) G2: 41.94 \pm 13.07 (27-69) Mental age, mean/hrs (range): NR Gender: M, n (%): G1: 22 (92) G2: 19 (95) F, n (%): G1: 2 (8) G2: 1 (5) Race/ethnicity, n (%): NR SES: NR Diagnostic approach: Confirmed In Study Diagnostic tool/method: DSM and ADI-R Diagnostic category, n (%): NR	Autism severity, mean \pm SD Social interaction G1: 10.54 \pm 2.34 G2: 9.63 \pm 3.24 Communication G1: 6.04 \pm 1.88 G2: 4.94 \pm 2.23 ADOS total G1: 15.96 \pm 4.33 G2: 14.56 \pm 5.05 GMDS-ER GQ G1: 55.65 \pm 20.06 G2: 74.29 \pm 29.37 Early language skills CDI Comprehension G1: 53.83 \pm 28.81 G2: 47.17 \pm 27.80 CDI production G1: 35.29 \pm 35.97 G2: 19.17 \pm 28.12 VABS standard scores Communication G1: 71.00 \pm 39.24 G2: 60.78 \pm 30.42 Daily living G1: 78.43 \pm 33.39 G2: 56.44 \pm 23.81 Socialization G1: 61.96 \pm 21.31 G2: 56.88 \pm 19.21 Motor G1: 105.78 \pm 22.38 G2: 92.00 \pm 19.97 ABC G1: 79.29 \pm 22.84 G2: 66.92 \pm 19.25	Outcomes at 6 months post-treatment initiation: Autism severity, mean \pm SD Social interaction G1: 8.83 \pm 2.70 G2: 9.00 \pm 2.97 Communication G1: 4.38 \pm 1.34 G2: 4.56 \pm 1.97 ADOS total G1: 13.21 \pm 3.83 G2: 13.56 \pm 4.72 Communication/ language: Early language skills CDI Comprehension G1: 70.33 \pm 27.04 G2: 61.33 \pm 32.37 CDI production G1: 51.81 \pm 35.23 G2: 33.17 \pm 42.27 Adaptive behavior: VABS standard scores Communication G1: 91.43 \pm 40.44 G2: 83.56 \pm 41.32 Daily living G1: 100.26 \pm 35.60 G2: 88.33 \pm 37.29 Socialization G1: 67.78 \pm 19.93 G2: 70.50 \pm 24.04 Motor G1: 112.87 \pm 13.30 G2: 106.59 \pm 21.63 ABC G1: 93.09 \pm 23.61 G2: 84.88 \pm 29.03 Educational/ cognitive/ academic attainment: GMDS-ER GQ G1: 68.75 \pm 19.58 G2: 76.00 \pm 26.08 Harms: NR Modifiers EIBI group: Older children achieved better adaptive behavior

therapists provided child treatment in centers	outcomes; younger children made more gains in early language comprehension and production. Children who gained more language comprehension had higher adaptive behavior scores pre-treatment. Pre-treatment language comprehension predicted post-treatment language production.
Treatment manual followed: NR	
Defined protocol followed: NR	
Measure of treatment fidelity reported: Yes	
Co-interventions held stable during treatment: NR	Eclectic group: Higher pre-treatment mental development state and early language skills predicted better outcome on adaptive behaviors. Initial higher adaptive behaviors predicted better post-treatment early language comprehension.
Concomitant therapies, n (%): NR	In both groups, the predictive power of parental stress on outcome autism severity was modified by perception of difficult child, with higher perceptions of difficulty associated with lower decreases in autism severity.
N at enrollment: G1: 24 G2: 20	In both groups, child outcomes on early language skills, mental developmental state and adaptive behaviors are significantly influenced by parental stress, child ability to respond correctly to prompts, number and difficulty of treatment targets, and child problem behaviors in sessions.
N at follow-up: G1: NR G2: NR	Less parent inclusion in treatment provision resulted in decreased perceptions of a difficult child and less parental stress.

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Fava et al. 2011 ²⁷ Country: Italy Intervention setting: Treatment center and home Enrollment period: NR Funding: Foundation Vodafone Italy; Anima, Foundation BNL, Federalalberghi, Insurance Consulting Group, Azienda Romana Mercat, Hotel Hilton, Sky, Promusic, Ms. Adelaide Mazzeo, Mr. Mauro Paissan Design: Retrospective cohort Note: See related study Strauss et al. ²⁶	Intervention: G1: Rotated between 3 weeks of center-based EIBI and parent training (approx. 26 hours per week) followed by 3 weeks of parent-mediated home treatment (approx. 12 hours/week) and a 1-week follow-up in a clinic setting for 1 year G2: Eclectic mix of in-home developmental and cognitive behavioral treatment (approx 12 hours/week) Assessments: Independent professionals/raters: Autism Diagnostic Observation Schedule; Griffith Mental Development Scales; MacArthur Communication Inventories; Video ratings of challenging behaviors Parent reports: Vineland Adaptive Behavior Scales; Child Behavior Checklist 1.5-5;; Parenting Stress Inventory – Short Form Assessments made at baseline and at 6 months Groups: G1: EIBI G2: Eclectic Group assignment based on parental preference Provider: Staff and parents Treatment manual followed: No Defined protocol followed: Yes	Inclusion criteria: - Diagnosis of autism or PDD-NOS - Absence of major medical issues other than ASD or mental retardation - Completed 6 month evaluation Exclusion criteria: NR Age, mean/months \pm SD: G1: 52.0 \pm 19.5 G2: 43.7 \pm 26.9 Mental age, mean/hrs (range): G1: 62.1 (38-103) G2: 69.8 (44-87) Gender, n (%): G1 : M: 10 (83) F: 2 (17) G2: M: 9 (90) F: 1 (10) Race/ethnicity, n (%): NR SES: NR Diagnostic approach: Referral (“diagnosis ...made independently of the study by external neuro-psychiatrists and child psychologists...”) Diagnostic tool/method: DSM and ADI-R Diagnostic category, n (%): Autism: NR PDD-NOS: NR Aspergers: NR Other characteristics, n (%): NR	Overall ratings: Global Rating of Severity, mean \pm SD: G1: 15.6 \pm 4.0 G2: 12.8 \pm 5.0 Social skills, mean \pm SD: ADOS social interaction: G1: 10.0 \pm 2.9 G2: 8.6 \pm 2.7 VABS socialization: G1: 69.9 \pm 24.5 G2: 44.9 \pm 14.2 Communication/ language, mean \pm SD: ADOS communication: G1: 5.8 \pm 2.1 G2: 4.2 \pm 2.7 CDI comprehension: G1: 48.6 \pm 32.5 G2: 84.5 \pm 4.9 CDI production: G1: 33.7 \pm 38.6 G2: 29.0 \pm 7.1 VABS communication: G1: 77.3 \pm 45.2 G2: 49.3 \pm 30.6 Problem behavior, mean \pm SD: Parent session: Aggression: G1: 11.7 \pm 6.6 G2: NR Stereotypes: G1: 17.0 \pm 5.9 G2: NR Dysfunctional: G1: 14.5 \pm 5.1 G2: NR Staff session: Aggression: G1: 6.5 \pm 4.4 G2: NR Stereotypes G1: 12.3 \pm 5.2 G2: NR Dysfunctional G1: 10.1 \pm 0.8 G2: NR	**Note: all p-values represent within-group changes vs. baseline over a six month time period. “Not all measures were available for all included children,” but specific ns are not provided. Overall ratings: Global Rating of Severity, mean \pm SD: ADOS total: G1: 12.3 \pm 3.2 p=0.001 G2: 12.0 \pm 4.5 p=NS Social skills, mean \pm SD: ADOS social interaction: G1: 8.3 \pm 2.1 p=0.004 G2: 8.1 \pm 2.6 p=NS VABS socialization: G1: 70.8 \pm 24.7 p=NS G2: 57.0 \pm 15.5 p<0.001 Communication/ language, mean \pm SD: ADOS communication: G1: 4.0 \pm 1.3 p=0.011 G2: 3.9 \pm 2.2 p=NS CDI comprehension: G1: 59.4 \pm 32.5 p=0.001 G2: 72.6 \pm 41.7 p=NS CDI production: G1: 48.0 \pm 39.7 p=0.049 G2: 52.5 \pm 28.6 p=NS VABS communication: G1: 89.3 \pm 48.4 p=0.010 G2: 66.0 \pm 38.2 p<0.001

Measure of treatment fidelity reported: Yes	Adaptive behavior, mean \pm SD: VABS ABC: G1: 63.3 \pm 25.9 G2: 44.3 \pm 16.4	Problem behavior, mean \pm SD: Parent session: Aggression: G1: 4.6 \pm 3.5 p<0.0001 G2: NR
Co-interventions held stable during treatment: NR	VABS daily living: G1: 74.5 \pm 36.3 G2: 47.4 \pm 16.3	Stereotypes: G1: 7.8 \pm 2.9 p<0.0001 G2: NR
Concomitant therapies, n (%): NR	Commonly occurring co-morbidities, mean \pm SD: CBCL affective problems G1: 58.0 \pm 7.2 G2: 56.8 \pm 7.1	Dysfunctional: G1: 5.9 \pm 1.7 p<0.0001 G2: NR
N at enrollment: G1: 12 G2: 10	CBCL anxiety problems: G1: 56.1 \pm 6.8 G2: 59.6 \pm 14.6 CBCL pervasive developmental: G1: 69.0 \pm 8.9 G2: 67.7 \pm 9.8	Staff session: Aggression: G1: 3.0 \pm 2.2 P=0.0003 G2: NR Stereotypes G1: 6.0 \pm 2.7 p<0.0001 G2: NR
N at follow-up: G1: 12 G2: 10	CBCL attention deficit/hyperactivity: G1: 57.1 \pm 5.3 G2: 57.2 \pm 5.8	Dysfunctional G1: 4.2 \pm 1.6 p<0.0001 G2: NR
	CBCL oppositional defiant: G1: 54.1 \pm 5.5 G2: 55.3 \pm 6.9	Adaptive behavior, mean \pm SD: VABS ABC: G1: 77.4 \pm 34.4 p=0.010 G2: 65.0 \pm 23.0 p=0.006
	Motor skills, mean \pm SD: VABS motor: G1: 99.7 \pm 17.9 G2: 84.9 \pm 14.2	VABS daily living: G1: 101.5 \pm 40.8 p<0.001 G2: 67.8 \pm 17.8 p<0.001
	Educational/ cognitive/ academic attainment: GMDS-ER GQ: G1: 62.1 \pm 21.5 G2: 69.8 \pm 16.6	Commonly occurring co-morbidities, mean \pm SD: CBCL affective problems G1: 55.3 \pm 6.3 p=NS G2: 59.9 \pm 8.7 p=NS
	Parental quality of life, mean \pm SD\pmSD: PSI total: G1: 92.0 \pm 13.1 G2: 88.7 \pm 2.3	CBCL anxiety problems: G1: 54.6 \pm 5.6 p=NS G2: 60.2 \pm 11.7 p=NS
	PSI, parental distress G1: 29.4 \pm 10.4 G2: 26.1 \pm 10.9	
	PSI, parent-child difficult interaction: G1: 25.9 \pm 5.9 G2: 26.1 \pm 5.9 PSI, difficult child: G1: 37.3 \pm 8.2 G2: 39.3 \pm 4.5	

CBCL pervasive
developmental:

G1: 66.6 ± 7.6

p=NS

G2: 68.9 ± 6.7

p=NS

CBCL attention deficit/
hyperactivity:

G1: 53.8 ± 3.6

p=0.030

G2: 56.8 ± 8.1

p=NS

CBCL oppositional
defiant:

G1: 53.1 ± 3.6

p=NS

G2: 53.8 ± 5.3

p=NS

Motor skills, mean ± SD:

VABS motor:

G1: 109.9 ± 14.6

p=0.007

G2: 102.8 ± 11.2

p=0.002

**Educational/ cognitive/
academic attainment:**

GMDS-ER GQ:

G1: 76.4 ± 21.6

p=0.005

G2: 95.5 ± 9.7

p=NS

**Parental quality of life,
mean ± SD±SD:**

PSI total:

G1: 94.3 ± 9.7

p=NS

G2: 81.0 ± 12.1

p=0.023

PSI, parental distress:

G1: 31.1 ± 9.5

p=NS

G2: 28.3 ± 19.2

p=NS

PSI, parent-child difficult
interaction:

G1: 25.8 ± 5.9

p=NS

G2: 40.1 ± 25.5

p=NS

PSI, difficult child

G1: 37.5 ± 10.8

p=NS

G2: 49.6 ± 28.8

p=NS

Harms: NR

Modifiers: NR

Comments: Paper only provided significance testing results for within-group differences; no between-group differences analyzed or reported

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Thomeer et al. 2012 ²⁸	Intervention: Skillstreaming psychosocial intervention 5 days per week, five 70 minute treatment cycles per day for 5 weeks.	Inclusion criteria: -prior clinical diagnosis of HFASD -Wechsler Intelligence Scale test for Children-4 th edition short form IQ > 70 (and verbal comprehension index or perceptual reasoning index score ≥ 80) -Comprehensive Assessment of Spoken Language short form expressive or receptive language >80 -score meeting ASD criteria on ADI-R	ASC Total Score, mean ± SD G1: 107.29 ± 19.85 G2: 102.82 ± 17.65 SRS Total Score G1: 83.24 ± 17.27 G2: 83.06 ± 12.61 BASC-2 PRS withdrawal G1: 72.65 ± 17.34 G2: 71.53 ± 16.07 BASC-2 PRS Social Skills G1: 36.53 ± 9.00 G2: 33.94 ± 4.96 SKA Total G1: 33.74 ± 13.00 G2: 36.11 ± 14.28 DANVA-2 Child Faces G1: 93.79 ± 12.59 G2: 94.67 ± 18.76 CASL Idioms G1: 9.94 ± 6.02 G2: 11.65 ± 7.66	ASC Total Score, mean ± SD G1: 118.65 ± 12.82 G2: 100.59 ± 21.63 SRS Total Score G1: 75.24 ± 13.54 G2: 84.29 ± 13.84 BASC-2 PRS G1: 69.76 ± 13.86 G2: 74.53 ± 14.50 BASC-2 PRS Social Skills G1: 40.94 ± 6.04 G2: 34.94 ± 7.16 SKA Total G1: 50.47 ± 17.58 G2: 34.11 ± 13.22 DANVA-2 Child Faces G1: 97.94 ± 12.36 G2: 94.22 ± 20.75 CASL Idioms G1: 12.65 ± 6.22 G2: 11.94 ± 7.79
Country: US				
Intervention setting: Clinic	Treatment groups were divided by age (7-8 year, 9-10 year, and 11-12 year olds) with 6 children and 3 staff per group.			
Enrollment period: NR				
Funding: John R. Oishei Foundation	Assessments: Adapted Skillstreaming Checklist, Social Responsiveness Scale, BASC-2-PRS and BASC-2 Teacher Rating Scales, Skillstreaming Knowledge Assessment, Diagnostic Analysis of Nonverbal Accuracy-2, Parent, Child and Staff Satisfaction Surveys, Comprehensive Assessment of Spoken Language, WISC-IV, ADI-R	Exclusion criteria: -IQ a/o language score below minimum -elevated physical aggression		
Design: RCT		Age, mean/yrs (range): G1: 9.24 ± 1.64 G2: 9.39 ± 1.91 Mental age, mean/yrs (range): NR Gender: M, n (%) G1: 14 (82.4) G2: 16 (88.9) F, n (%) G1: 3 (17.6) G2: 2 (11.1) Race/ethnicity, n (%): White G1: 14 (82.4) G2: 14 (77.8) African American G1: 1 (5.9) G2: 1 (5.6) Hispanic G1: 1 (5.9) G2: 0 Asian American G1: 0 G2: 1 (5.6) Other G1: 1 (5.9) G2: 2 (11.1) SES: Parent education, years		
	Groups: G1: intervention G2: wait-list control			Harms: NR
	Provider: Staff were undergraduate and graduate students.			Modifiers: NR
	Treatment manual followed: Yes			
	Defined protocol followed: Yes			
	Measure of treatment fidelity reported: Yes			
	Co-interventions held stable during treatment: Yes			
	Concomitant therapies, n (%): NR			
	N at enrollment: G1: 17 G2: 18			
	N at follow-up: G1: NR			

G2: NR

mean :

G1: 15.32 ± 2.42

G2: 14.69 ± 1.21

Diagnostic approach:

In Study/Referral

Diagnostic category, n

(%):

HFA

G1: 1 (5.9)

G2: 0

PDD-NOS

G1: 3 (17.6)

G2: 6 (33.3)

Asperger syndrome

G1: 13 (76.5)

G2: 12 (66.7)

Other characteristics, n

(%):

WISC-IV Short form IQ,
mean ± SD:

G1: 104.26 ± 14.13

G2: 103.42 ± 13.26

CASL Expressive
Language

G1: 101.29 ± 13.90

G2: 99.17 ± 13.54

CASL Receptive Language

G1: 102.88 ± 15.59

G2: 109.44 ± 13.71

ADI-R Social

G1: 19.59 ± 5.50

G2: 16.22 ± 5.66

ADI-R Communication

G1: 14.00 ± 5.61

G2: 13.72 ± 4.87

ADI-R Repetitive Behavior

G1: 6.65 ± 2.06

G2: 6.11 ± 2.17

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Venker et al. 2012 ²⁹ Country: US Intervention setting: Research clinic Enrollment period: NR Funding: NR Design: RCT	Intervention: More than Words (MTW) a parent training intervention that teaches parents how to better understand children's communication and adapt their interactions to support language learning Five parent education sessions (two hours each) and two individual coaching sessions (45 min each) plus a small group component on twice weekly basis led by graduate student Assessments: Preschool Language Scale, Mullen Scales of Early Learning, Infant and Toddler forms of MacArthur Communicative Development Inventory (CDI) Pre treatment and post-treatment (approximately 10 weeks) Groups: G1: MTW immediate treatment G2: delayed treatment Provider: Hanen certified speech language pathologist Treatment manual followed: NR Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment:	Inclusion criteria: -NR (Families recruited from an ongoing longitudinal study of language development in autism) Exclusion criteria: NR Age, mean/mos \pm SD (range): G1+G2: 41.14 \pm 10.40 (28-68) Mental age, mean/hrs (range): NR Gender: NR Race/ethnicity, n (%): NR SES: NR Diagnostic approach: Referral Diagnostic tool/method: Confirmed in study with ADOS or ADI-R Diagnostic category, n (%): ASD (100) Other characteristics, mean \pm SD (range): ADOS severity score G1+G2: 8 \pm 2.13 (4-10) Preschool language scale-4 Auditory comprehension age equivalent months G1+G2: 14.79 \pm 7.04 (6-32) Preschool language scale-4 Expressive communication age equivalent months G1+G2: 20.21 \pm 7.47 (12-41) Communicative Development Inventory (CDI) words understood (infant form) G1+G2: 181 \pm 143.05 (20-396) CDI Words produced infant form G1+G2: 108.23 \pm 151.00 (0-384)	Parent Variables, mean \pm SD (range): Follow-in commenting G1: 53.43 \pm 24.35 (14-75) G2: 73.86 \pm 25.91 (42-125) Linguistic mapping and expansions G1: 0.14 \pm 0.38 (0-1) G2: 0.71 \pm 0.76 (0-2) Prompts G1: 1.14 \pm 1.46 (0-4) G2: 3.14 \pm 3.29 (0-8) Redirects G1: 14.00 \pm 8.58 (2-28) G2: 12.29 \pm 10.00 (3-32) Child Variables, mean \pm SD (range): Prompted communication acts G1: 0.29 \pm 0.49 (0-1) G2: 2.00 \pm 2.24 (0-6) Spontaneous verbal communication acts G1: 1.29 \pm 3.40 (0-9) G2: 11.71 \pm 13.70 (0-34) Spontaneous nonverbal communication acts G1: 0.57 \pm 0.79 (0-2) G2: 0.57 \pm 0.53 (0-1)	Parent Variables, mean \pm SD (range): Follow-in commenting G1: 74.57 \pm 33.51 (31-111) G2: 73.00 \pm 19.04 (47-100) Linguistic mapping and expansions G1: 7.57 \pm 7.37 (0-21) G2: 1.57 \pm 1.81 (0-5) Prompts G1: 13.43 \pm 11.91 (0-32) G2: 1.43 \pm 2.30 (0-6) Redirects G1: 4.29 \pm 3.35 (1-10) G2: 14.29 \pm 15.39 (0-45) Child Variables, mean \pm SD (range): Prompted communication acts G1: 9.71 \pm 14.08 (0-40) G2: 1.86 \pm 2.67 (0-7) Spontaneous verbal communication acts G1: 4.71 \pm 6.13 (0-15) G2: 12.57 \pm 19.81 (0-54) Spontaneous nonverbal communication acts G1: 2.43 \pm 3.15 (0-9) G2: 2.14 \pm 2.73 (0-7) Proportion of parents and children who improved, n Follow-in commenting G1: 7 G2: 4 p=0.037 Linguistic mapping and expansions G1: 6 G2: 3 p=0.070 Prompts G1: 6 G2: 1 p=0.007 Redirects G1: 6 G2: 3 p=0.070 Prompted communication acts G1: 5 G2: 1

G1: 7	CDI words produced	p=0.022
G2: 7	toddler form	Spontaneous verbal communication acts
N at follow-up:	G1+G2: 148.38 ± 223.87	G1: 5
G1: 7	(0-657)	G2: 3
G2: 7	Mullen Visual reception age equivalent	p=0.172
	G1+G2: 28.79 ± 13.80 (12-60)	Spontaneous nonverbal communication acts
		G1: 5
		G2: 3
		p=0.172
		Group comparisons of parents and child variables, median gain score
		Follow-in commenting
		G1: 17
		G2: 9
		p=0.029
		Linguistic mapping and expansions
		G1: 6
		G2: 0
		p=0.025
		Prompts
		G1: 12
		G2: -1
		p=0.002
		Redirects
		G1: -7
		G2: 1
		p=0.004
		Prompted communication acts
		G1: 4
		G2: -1
		p=0.007
		Spontaneous verbal communication acts
		G1: 1
		G2: 0
		p=0.196
		Spontaneous nonverbal communication acts
		G1: 1
		G2: 0
		p=0.320
		Harms: NR
		Modifiers: NR

Comments: all reported p-values from one-tailed test

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Williams et al. 2012 ³⁰ Country: Australia Intervention setting: home Enrollment period: October 2009 to January 2011 Funding: Financial Marets Foundation for Children, Australia Design: RCT	Intervention: <i>Transporters</i> DVD has 15 five minute episodes. Watched at home for 15 minutes/day over 4 weeks Control group watched Thomas the Tank DVD-series 5 Assessments: WPPSI-III; Socialization Domain of Vineland-II; ADOS; emotion identification and emotion masking tasks; NEPSY-II affect recognition and Theory of Mind (TOM) tasks Baseline, post intervention and three month follow-up. Groups: G1: intervention DVD G2: control DVD Provider: Clinician conducted assessments Treatment manual followed: NR Defined protocol followed: NR Measure of treatment fidelity reported: Yes parents completed daily diary recording DVD viewing hours Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: G1: 29 G2: 31 N at follow-up: G1: 28 G2: 27	Inclusion criteria: -met criteria for diagnosis of autistic disorder based on current assessments including ADOS and case review -age 4-7 at baseline -able to complete WPPSI-III cognitive assessment at baseline or within previous 12 months (cognitively ≥ 30 months) -not previously watched the <i>Transporters</i> Exclusion criteria: NR Age, mean/mos \pm SD (range): G1: 62.83 \pm 11.17 (48.20-84.24) G2: 61.93 \pm 9.91 (48.10-83.09) Mental age, mean \pm SD (range): WPPSI FSIQ G1: 77.93 \pm 13.96 (54-107) G2: 74.56 \pm 13.59 (42-96) Gender: M, %: G1: 89.3 G2: 85.2 Race/ethnicity, n (%): NR SES: NR Diagnostic approach: In Study/Referral Diagnostic tool/method: ADOS Diagnostic category, n (%): Autism = NR PDD-NOS = NR Aspergers = NR Other characteristics, n (%): ADOS Severity scores, mean \pm SD G1: 6.79 \pm 1.5	Identification of emotions, mean \pm SD Total emotions (max score 12) G1: 8.12 \pm 2.62 G2: 7.00 \pm 2.32 Happiness (max score 3) G1: 2.68 \pm 0.56 G2: 2.42 \pm 0.83 Sadness (max score 3) G1: 1.64 \pm 1.08 G2: 1.17 \pm 0.82 Anger (max score 3) G1: 1.88 \pm 1.09 G2: 1.58 \pm 1.14 Fear (max score 3) G1: 1.92 \pm 1.15 G2: 1.79 \pm 1.06 Matching of emotions, mean \pm SD Total emotions (max score 16) G1: 10.64 \pm 4.08 G2: 10.63 \pm 3.77 Happiness (max score 4) G1: 3.21 \pm 1.17 G2: 3.04 \pm 1.22 Sadness (max score 4) G1: 2.68 \pm 1.31 G2: 2.41 \pm 1.39 Anger (max score 4) G1: 2.00 \pm 1.54 G2: 2.41 \pm 1.34 Fear (max score 4) G1: 2.75 \pm 1.30 G2: 2.74 \pm 1.26 NEPSY-II, mean \pm SD Affect recognition (max score 25) G1: 12.33 \pm 4.20 G2: 12.72 \pm 3.53 TOM verbal (max score 15) G1: 7.60 \pm 3.68 G2: 6.28 \pm 3.10 TOM contextual (max score 6) G1: 3.63 \pm 1.67 G2: 2.83 \pm 1.10 Mindreading and social skill, mean \pm SD Mindreading situational (max score 6) G1: 4.35 \pm 1.50	Time 3 (3 month follow-up) Identification of emotions, mean \pm SD Total emotions (max score 12) G1: 9.00 \pm 2.29 G2: 7.36 \pm 3.25 Happiness (max score 3) G1: 2.88 \pm 0.33 G2: 2.52 \pm 0.96 Sadness (max score 3) G1: 1.80 \pm 1.08 G2: 1.40 \pm 1.19 Anger (max score 3) G1: 2.12 \pm 1.05 G2: 1.84 \pm 1.07 Fear (max score 3) G1: 2.20 \pm 0.87 G2: 1.64 \pm 1.11 Matching of emotions, mean \pm SD Total emotions (max score 16) G1: 11.82 \pm 3.66 G2: 10.26 \pm 4.11 Happiness (max score 4) G1: 3.61 \pm 0.79 G2: 3.30 \pm 1.10 Sadness (max score 4) G1: 2.79 \pm 1.34 G2: 2.48 \pm 1.37 Anger (max score 4) G1: 2.54 \pm 1.23 G2: 2.00 \pm 1.44 Fear (max score 4) G1: 2.89 \pm 1.17 G2: 2.48 \pm 1.25 NEPSY-II, mean \pm SD Affect recognition (max score 25) G1: 16.00 \pm 4.66 G2: 13.17 \pm 3.43 TOM verbal (max score 15) G1: 9.67 \pm 3.27 G2: 6.94 \pm 3.40 TOM contextual (max score 6) G1: 3.70 \pm 1.49 G2: 3.80 \pm 1.40 Mindreading and social skill, mean \pm SD

G2: 7.56 ± 2.29	G2: 4.55 ± 1.91	Mindreading situational (max score 6)
WPPSI VIQ, mean ± SD	Mindreading desire based (max score 6)	G1: 5.05 ± 0.91
G1: 73.61 ± 14.26 (48-93)	G1: 4.22 ± 1.59	G2: 4.50 ± 1.61
G2: 74.33 ± 14.59 (46-107)	G2: 4.00 ± 1.29	Mindreading desire based (max score 6)
WPPSI PIQ, mean ± SD	Vineland-II socialization domain, mean ± SD	G1: 4.32 ± 1.46
G1: 87.89 ± 16.24 (59-122)	G1: 74.22 ± 13.66	G2: 4.42 ± 1.54
G2: 82.22 ± 15.57 (47-112)	G2: 71.93 ± 9.94	Vineland-II socialization domain, mean ± SD
DVD hours, mean ± SD		G1: 76.35 ± 13.11
G1: 11.76 ± 9.16 (3.33-47.12)		G2: 73.52 ± 9.80
G2: 7.41 ± 3.21 (1.58-14.67)		Harms: NR
= 0.03		Modifiers: NR
SIQ		Predictors
, %		Age and VIQ were predictors for outcome measures
< 69		
G1: 25.0		
G2: 33.3		
70-79		
G1: 32.1		
G2: 33.3		
'> 79		
G1: 42.9		
G2: 33.3		

Comments: Attrition problems due to challenging behaviors interfering with intervention adherence

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Young et al. 2012 ³¹ Country: Australia Intervention setting: Home Enrollment period: NR Funding: NR Design: RCT	Intervention: <i>The Transporters</i> DVD children's animated series designed to enhance emotion recognition and social understanding Control group watched <i>Thomas the Tank Engine</i> DVD. Both groups received user guides. Participants were asked to watch at least 3 episodes per day for 3 weeks. Parents kept log books. Assessments: Wechsler Scales (WPPSI-III or WISC-IV subtests) to measure non-verbal and general language abilities; Affect Recognition subset of NEPSY-II and the Faces Task; Parent SCQ Groups: G1: <i>The Transporters</i> DVD G2: Thomas the Tank DVD Provider: Parent/Caregiver Treatment manual followed: NR Defined protocol followed: No Measure of treatment fidelity reported: No Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: G1: 13 G2: 12 N at follow-up: G1: 13 G2: 12	Inclusion criteria: -children between 4 and 8 years old -met DSM-IV criteria for PDD -minimum score of 11 on Social Communication Questionnaire (SCQ) Exclusion criteria: NR Age, mean/yrs (range): G1 + G2: (4-8) Mental age, mean/yrs (range): NR Gender: NR Race/ethnicity, n (%): NR SES: NR Diagnostic approach: In Study/Referral Diagnostic tool/method: DSM-IV Diagnostic category, n (%): Autism =NR PDD-NOS =NR Aspergers =NR Other characteristics, n (%): Autism severity scale, mean \pm SD: G1: 18.38 \pm 5.59 G2: 18.08 \pm 4.81 Block Design, mean \pm SD: G1: 11.31 \pm 4.17 G2: 8.67 \pm 4.05 Comprehension, mean \pm SD: G1: 7.08 \pm 5.06 G2: 3.67 \pm 3.87 Vocabulary, mean \pm SD: G1: 9.62 \pm 4.39 G2: 7.83 \pm 2.92	NEPSY-II affect recognition, mean \pm SD: G1: 6.15 \pm 3.26 G2: 6.75 \pm 3.62 Faces task, mean \pm SD: G1: 10.62 \pm 3.64 G2: 8.58 \pm 3.92 Social behavior, mean \pm SD Social peer interest G1: 3.15 \pm 1.21 G2: 2.50 \pm 0.81 Eye Contact G1: 2.92 \pm 1.10 G2: 2.83 \pm 1.03 Gaze Aversion G1: 3.00 \pm 1.00 G2: 3.08 \pm 1.24 Stereotyped behavior G1: 2.15 \pm 1.07 G2: 2.58 \pm 1.16	Social skills NEPSY-II affect recognition, mean \pm SD: G1: 12.00 \pm 3.71 G2: 6.42 \pm 3.23 Faces task, mean \pm SD: G1: 14.08 \pm 3.59 G2: 9.33 \pm 4.05 Social behavior, mean \pm SD Social peer interest G1: 3.31 \pm 1.18 G2: 2.92 \pm 1.10 Eye Contact G1: 3.46 \pm 0.78 G2: 3.42 \pm 1.08 Gaze Aversion G1: 3.00 \pm 1.21 G2: 2.85 \pm 0.80 Stereotyped behavior G1: 2.15 \pm 1.07 G2: 2.50 \pm 1.09 Harms: NR Modifiers: NR

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Begeer et al., 2011 ³²	Intervention: Theory of Mind training, including 16 weekly sessions of 1.5 hrs each, with parent involvement in last 15 minutes of each session	Inclusion criteria: -clinical diagnosis within the autism spectrum -IQ scores within the normal range (≥ 70) -age 8-13 years old Exclusion criteria: -see inclusion criteria	Social skills, mean \pm SD: Theory of Mind total score: G1: 50.89 \pm 5.31 G2: 54.00 \pm 5.93 Theory of Mind precursors: G1: 18.05 \pm 1.51 G2: 17.94 \pm 1.89	Social skills, mean \pm SD: Theory of Mind total score: G1: 58.21 \pm 4.00 G2: 58.00 \pm 5.78 p=0.03
Country: Netherlands				
Intervention setting: Academic center	Assessments: standardized child interviews and assessments, parent report	Age, mean/yrs;months \pm SD (range): G1: 10;3 \pm 1;3 (8;5 – 13;7) G2: 10;3 \pm 1;1 (8;3 – 12;7)	Elementary Theory of Mind: G1: 25.10 \pm 3.30 G2: 27.59 \pm 3.12	Theory of Mind precursors: G1: 19.37 \pm 1.38 G2: 19.05 \pm 1.71 p=NS
Enrollment period: NR				
Funding: NR	Groups: G1: Theory of Mind intervention G2: wait list controls	Mental age, mean \pm SD (range): Full-scale IQ: G1: 100.1 \pm 15.3 (79 - 133) G2: 103.3 \pm 12.9 (82 – 126)	Advanced Theory of Mind scale: G1: 7.44 \pm 1.00 G2: 8.47 \pm 1.91	Elementary Theory of Mind: G1: 29.84 \pm 2.36 G2: 29.24 \pm 3.70 p=0.005
Design: RCT	Provider: Certified therapists	Verbal IQ: G1: 101.3 \pm 16.2 (68 – 123) G2: 109.1 \pm 11.1 (89 – 130)	LEAS-C total: G1: 32.89 \pm 8.64 G2: 31.53 \pm 5.95	Advanced Theory of Mind scale: G1: 9.00 \pm 2.11 G2: 9.71 \pm 1.45 p=NS
	Treatment manual followed: Yes		LEAS-C mixed emotions: G1: 1.83 \pm 1.72 G2: 2.94 \pm 3.11	
	Defined protocol followed: Yes			LEAS-C total: G1: 37.72 \pm 10.73 G2: 33.47 \pm 6.40 p=NS
	Measure of treatment fidelity reported: No	Nonverbal IQ: G1: 98.4 \pm 16.8 (73 – 132) G2: 96.6 \pm 17.9 (67 – 125)	LEAS-C complex emotions: G1: 1.89 \pm 2.87 G2: 4.52 \pm 4.45	
	Co-interventions held stable during treatment: NR	Gender: M, n (%): G1: 18 (94.7) G2: 15 (88.2)	Self-reported empathy: G1: 3.95 \pm 2.07 G2: 4.65 \pm 2.18	LEAS-C mixed emotions: G1: 4.72 \pm 5.40 G2: 2.24 \pm 3.19 p=0.02
	Concomitant therapies, n (%): NR	F, n (%): G1: 1 (5.3) G2: 2 (11.8)	CSBQ: G1: 36.67 \pm 14.76 G2: 42.94 \pm 13.77 \pm	LEAS-C complex emotions: G1: 4.16 \pm 4.40 G2: 1.71 \pm 3.06 p=0.001
	N at enrollment: G1: 20 G2: 20	Race/ethnicity, n (%): NR	Commonly occurring co-morbidities	Self-reported empathy: G1: 4.00 \pm 2.62 G2: 4.41 \pm 2.11 p=NS
	N at follow-up: G1: 19 G2: 17	SES: NR	ADHD: G1: 4 G2: 3	
		Diagnostic approach: In Study	Learning disorder: G1: 1 G2: 0	
		Diagnostic tool/method: DSM-IV-TR, SRS and/or ASQ		CSBQ: G1: 34.80 \pm 17.60 G2: 40.00 \pm 14.54 p=NS
		Diagnostic category, n (%): Autism G1: 2 G2: 0 PDD-NOS G1: 14		Harms: NR Modifiers PDD-NOS group performed similar to the overall analysis,

G2: 10 Aspergers G1: 3 G2: 7 Other characteristics, n (%) Autism quotient score, mean \pm SD: G1: 125.7 \pm 19.4 G2: 138.9 \pm 19.8 Social responsiveness scale, mean \pm SD: G1: 74.9 \pm 21.6 G2: 80.2 \pm 22.54	including treatment effects on total Theory of Mind score ($p < 0.05$), elementary Theory of Mind tasks ($p < 0.05$), understanding of mixed emotions and complex emotions (both $p < 0.05$). The high-functioning autism/Asperger group only showed improvement on understanding of complex emotions ($p < 0.01$) but not on any other measure. No effect of ASD diagnostic group on self-reported empathy or parent reported social skills.
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Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Carter et al. 2011 ³³ Country: US Intervention setting: Clinic and home Enrollment period: NR Funding: Autism Speaks and Marino Autism Research Institute Design: RCT conducted at 3 sites	Intervention: Hanan's "More than Words" (MTW) over 3.5 months; 8 group sessions with parents only and 3 in-home individualized parent-child sessions Time 2: 5 months (m = 5.3, sd = .47) Time 3: 9 months (m = 9.3, sd = .56) Assessments: Screening Tool for Autism in Two year olds (STAT), Mullen Scales of Early Learning (MSEL), Vineland Adaptive Behavior Scales – Second Edition (VABS), Autism Diagnostic Observatoion Schedule (ADOS), Parent Interview Autism-Clinical Version, Early Social Communication Scales, Parent Child Free Play procedure, Parent Interview for Autism – Clinical Version, Developmental Play Assessment, questionnaires assessing parent treatment satisfaction Groups: G1: intervention (MTW) G2: control ("business as usual") Provider: Speech/language pathologist and parent Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment:	Inclusion criteria: see below Exclusion criteria: child > 24 months genetic disorder failed to obtain predetermined "at risk" score on STAT and/or did not meet symptom criteria for ASD based on expert clinical impression Fragile X diagnosis Age, mean/months \pm SD (range): G1: 21.11 \pm 2.71 G2: 21.51 \pm 2.82 Mental age, mean/ys (range): NR Gender: M, 51 (82%) F, 11 (18%) Race/ethnicity, (%): White (47.4) Asian /White (5.3) Hispanic or Latino (38.6) Black (3.5) American Indian/Alaskan Native/White (3.5) American Indian/Alaskan Native /Hispanic (1.8) SES: Maternal education, (%): High school (16) Some college, an associate's degree or vocational/trade degree (33) College degree (35) Advanced degree (16) Household income, mean (range): Diagnostic approach: Referral Diagnostic tool/method: ADOS and DSM-IV-based clinical impressions of a clinical psychologist familiar with ASD in early	Mullen Expressive Language Age (mos), mean \pm SD G1: 8.22 \pm 6.01 G2: 7.33 \pm 3.71 Mullen Receptive Language Age (mos), mean \pm SD G1: 8.41 \pm 5.42 G2: 8.17 \pm 4.44 Vineland Socialization SS, mean \pm SD G1: 73.95 \pm 6.46 G2: 72.42 \pm 6.59 Vineland Communication SS, mean \pm SD G1: 66.61 \pm 12.87 G2: 63.21 \pm 9.13 Parent-Child Free Play (PCFP) proportion of codable intervals with parental responsivity, mean \pm SD G1: 0.32 \pm 0.06 G2: 0.29 \pm 0.08 ESCS initiating joint attention, mean \pm SD G1: 5.90 \pm 5.41 G2: 5.59 \pm 6.14 ESCS initiating behavior requests, mean \pm SD G1: 11.87 \pm 10.09 G2: 9.00 \pm 6.22 PCFP weighted frequency of intentional communication, mean \pm SD G1: 5.55 \pm 6.29 G2: 8.20 \pm 12.63 PIA-CV nonverbal communication, mean \pm SD G1: 2.30 \pm 0.64 G2: 2.28 \pm 0.73	Social skills: Vineland Socialization SS, mean \pm SD G1: 71.42 \pm 7.07 G2: 70.70 \pm 6.89 PCFP proportion of codable intervals with parental responsivity, mean \pm SD G1: 0.34 \pm 0.07 G2: 0.30 \pm 0.10 T1 to T3 residualized gain scores, mean \pm SD Effect size (95% CI) G1: 0.03 \pm 0.08 G2: -0.02 \pm 0.10 0.50 (-0.18, 1.18) Communication/ language: ADOS Social-Communication Total G1: 15.56 \pm 4.56 G2: 13.60 \pm 4.89 Mullen Expressive Language Age (mos), mean \pm SD G1: 16.20 \pm 7.23 G2: 16.68 \pm 7.88 Mullen Receptive Language Age (mos), mean \pm SD G1: 15.52 \pm 6.93 G2: 17.48 \pm 8.33 Vineland Communication SS, mean \pm SD G1: 76.14 \pm 13.85 G2: 76.43 \pm 14.05 ESCS initiating joint attention, mean \pm SD G1: 10.33 \pm 9.82 G2: 8.68 \pm 9.26 T1 to T3 residualized gain scores, mean \pm SD Effect size (95% CI) G1: 0.06 \pm 1.21 G2: -0.06 \pm 1.01 0.12 (-0.46, 0.70) ESCS initiating behavior requests, mean \pm SD

No	childhood	G1: 16.50 ± 14.33
	Diagnostic category, n	G2: 15.48 ± 13.20
Concomitant therapies, n (%): NR	(%): Autism 46/50 (92%) at Time 3	T1 to T3 residualized gain scores, mean ± SD Effect size (95% CI)
N at enrollment:	PDD-NOS - NR	G1: 0.03 ± 0.34
G1: 32	Aspergers - NR	G2: -0.03 ± 0.37
G2: 30		0.16 (-0.42, 0.74)
N at follow-up:	Other characteristics, n	
G1: 29	(%): NR	PCFP weighted frequency of intentional communication, mean ± SD
G2: 26		G1: 18.91 ± 20.50
		G2: 20.75 ± 21.14
		T1 to T3 residualized gain scores, mean ± SD Effect size (95% CI)
		G1: 0.18 ± 1.69
		G2: -0.16 ± 2.21
		0.15 (-0.57, 0.88)
		PIA-CV nonverbal communication, mean ± SD
		G1: 2.89 ± 0.67
		G2: 2.92 ± 0.65
		T1 to T3 residualized gain scores, mean ± SD Effect size (95% CI)
		G1: -0.05 ± 0.63
		G2: 0.06 ± 0.58
		-0.19 (-0.81, 0.43)
		Adaptive behavior:
		Vineland Daily Living SS:
		G1: 77.84 ± 7.07
		G2: 72.95 ± 10.11
		Motor skills:
		Mullen Fine Motor Age (mos):
		G1: 22.00 ± 3.50
		G2: 21.92 ± 4.09
		Vineland Motor SS:
		G1: 83.16 ± 7.36
		G2: 81.55 ± 9.26
		Educational/ cognitive/ academic attainment:
		Mullen Visual Reception Age (mos)
		G1: 22.42 ± 5.75
		G2: 21.64 ± 6.53
		Mullen Early Learning Composite:
		G1: 62.88 ± 18.41
		G2: 64.88 ± 13.94
		Harms: NR

Modifiers

Treatment effects on child communication games to Time 3 were moderated by children's Time 1 object interest. Children with lower levels of T1 object interest (playing with fewer than 3 toys) had greater facilitated growth in communication; higher levels of object interest (playing with more than 5 or 6 toys) led to growth attenuation

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Castorina et al., 2011 ³⁴ Country: Australia Intervention setting: Clinic Enrollment period: NR Funding: NR Design: Partially randomized (first 15 participants randomly assigned to one of 3 groups; later recruits assigned based on whether they had an older sibling; if no sibling, randomly assigned to "no sibling" training or wait-list control group)	Intervention: Social skills training, adapted from training package by Spence (1995), 8 weekly 2-hour sessions Assessments: observed/standardized assessment by study staff; parent report; teacher report Groups: G1: social skills training with older sibling (no more than 4 years older than subject) G2: social skills training alone G3: wait-list control Provider: Co-therapists (Master of Psychology students) supervised by a clinical psychologist Treatment manual followed: NR Defined protocol followed: Yes Measure of treatment fidelity reported: No Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: G1: 7 G2: 8 G3: 6 N at follow-up: G1: 7 G2: 8 G3: 6	Inclusion criteria: -boys between ages of 8 and 12 years -diagnosis of Asperger syndrome Exclusion criteria: -female gender -age younger than 9 or older than 12 Age, mean/yrs ± SD: 10.30 ± 1.15 Mental age, mean/yrs (range): NR Gender: M, n (%): 21 (100) F, n (%): 0 Race/ethnicity, n (%): White Asian SES: Maternal education, n (%): High school College NR Household income, mean (range): NR Diagnostic approach: In Study and Referral: Referral (previous diagnosis of Asperger syndrome by a specialist diagnostic team) In study (parent questionnaire and cross-referencing tool) Diagnostic tool/method: Autism Spectrum Screening Questionnaire (ASSQ), by semi-structured interview of parents; Australian Scale for Asperger's Syndrome (ASAS), for cross-referencing, by semi-structured interview of parents Diagnostic category, n	Social skills: SSRS-parents (general social skills), mean ± SD: Pre-test, mean ± SE G1: NR G2: NR G3: NR Overall: 33.50 ± 2.16 SSRS-teachers (general social skills), mean ± SD: NR CASP Cues (Social competence), mean ± SD: Pre-test (p=.52) G1: 14.00 ± 8.33 G2: 15.50 ± 7.69 G3: 10.67 ± 7.26 CASP Emotions, mean ± SD: Pre-test, mean ± SE G1: NR G2: NR G3: NR Overall: 16.15 ± 1.40	Social skills: SSRS-parents (general social skills), mean ± SD: Post-test, mean ± SE G1: NR G2: NR G3: NR Overall: 35.96 ± 2.32 3-month follow-up, mean ± SE G1: NR G2: NR G3: NR Overall: 40.49 ± 1.34 SSRS-teachers (general social skills), mean ± SD: Post-test NR 3-month follow-up: NR CASP Cues (Social competence), mean ± SD: Post-test G1: 38.00 ± 12.46 G2: 37.50 ± 6.59 G3: 15.33 ± 7.47 Between groups: p<0.001 G1+G2 vs. G3: p<0.001 3-month follow-up: G1: 34.43 ± 9.78 G2: 38.88 ± 10.56 G3: 13.17 ± 8.38 Between groups: p<0.001 G1 vs. G3: p=0.003 G2 vs. G3: p<0.001 G1 vs. G2: p=NS CASP Emotions, mean ± SD: Post-test, mean ± SE G1: NR G2: NR G3: NR Overall: 20.84 ± 1.4 Between groups over time: p=NS G1 and G2 vs. baseline: p<0.001 G3 vs. baseline: p=NS 3-month follow-up, mean ± SE G1: NR G2: NR

	(%): Autism: 0 PDD-NOS : 0 Aspergers: 21 (100)	G3: NR Overall: 21.32 ± 1.53
	Other characteristics, n (%): Attending mainstream primary school: 21 (100)	Harms: NR Modifiers: NR

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: DeRosier et al. 2011 ³⁵	Intervention: Social skills intervention, Social Skills GGroup	Inclusion criteria: -between ages of 8 and 12 years	Mean ± SD: Parent report: SRS total score	Effect size: Standardized change scores over time
Country: US	Intervention-High Functioning Autism (S.S.GRIN-HFA)	-prior diagnosis of high functioning autism, Asperger's Disorder, or Pervasive Developmental Disorder-NOS (by parent report)	G1: 70.4 ± 6.1 G2: 68.0 ± 5.7	Parent report: SRS, mean ± SD, Effect size (Cohen's d)
Intervention setting: Private, community based practice	Fifteen 60-minute group social skills sessions during consecutive weeks. Parents attended and participated in four of the sessions (1, 5, 10, and 15) with their child.	-IQ ≥ 85	Awareness G1: 70.1 ± 7.2 G2: 69.5 ± 7.4	Awareness G1: -0.33 ± 1.17 G2: 0.38 ± 0.86 ES=-.69 p< 0.05
Enrollment period: NR	Children in the traditional S.S.GRIN condition participated in ten 60-min group sessions during consecutive weeks	Exclusion criteria: -children with CBCL Aggressive scale T score > 70	Cognition: G1: 70.9 ± 6.9 G2: 69.7 ± 7.6	Cognition: G1: -0.13 ± 1.22 G2: 0.24 ± 0.97 ES= NS p= NS
Funding: NIMH		Age, mean ± SD yrs (range): (8-12 years) G1: 10.2 ± 1.3 G2: 9.9 ± 1.1	Communication: G1: 69.6 ± 6.6 G2: 66.0 ± 5.1 p<0.05	
Design: RCT		Mental age, mean/ yrs (range): IQ ≥ 85	Motivation: G1: 65.4 ± 7.0 G2: 64.6 ± 10.1	Communication: G1: -0.38 ± 1.07 G2: 0.50 ± 0.78 ES=-0.94 p< 0.01
	Assessments: Parents completed: Demographic questionnaire, Social Responsiveness Scale (SRS), Achieved Learning Questionnaire (ALQ). Child completed Social Dissatisfaction Questionnaire. Parent and Child completed Social Self-efficacy. Completed 2 weeks before intervention and within two weeks after treatment.	Gender: Male, % G1: 96.3 G2: 100 G1+G2: 98.2	Mannerisms: G1: 61.0 ± 8.2 G2: 58.7 ± 9.7	Motivation: G1: -0.22 ± 0.77 G2: 0.31 ± 0.82 ES= -0.67 p< 0.05
		Race/ethnicity, %: White G1: 89 G2: 96 Asian G1: 7 G2: 0 African American G1: 0 G2: 4 American Indian G1: 4 G2: 0	Self-efficacy: G1: 2.6 ± 0.7 G2: 2.8 ± 0.7	
	Groups: G1: S.S.GRIN-HFA G2: Traditional S.S.GRIN-control		ALQ: G1: 1.2 ± 0.3 G2: 1.4 ± 0.4	Mannerisms: G1: -0.35 ± 1.18 G2: 0.35 ± 0.86 ES= -0.68 p< 0.05
	Provider: Trained group leaders with experience conducting social skills groups with children	SES: Maternal education College degree or greater, % G1: 66.7 G2: 88.5 G1+G2: 78.2	Child report: Self-efficacy: G1: 2.8 ± 0.6 G2: 2.5 ± 0.8	ALQ: G1: 0.33 ± (.86) G2: -0.31 ± (.84) ES= 0.75 p< 0.05
	Treatment manual followed: yes Defined protocol followed: yes		Social Dissatisfaction: G1: 54.6 ± 10.3 G2: 55.0 ± 11.2	Self-efficacy: G1: 0.28 ± (1.06) G2: -0.25 ± (1.01) ES = 0.51
	Measure of treatment fidelity reported: yes	Household income, % \$25,001-\$50,000 G1: 22.2 G2: 10.7 G1+G2: 16.4		Child report Self-efficacy: G1: -0.05 ± 1.06 G2: 0.08 ± 1.00 ES = NS p= NS
	Co-interventions held stable during treatment:	\$50,001-\$75,000		Social dissatisfaction:

NR	G1: 18.5 G2: 10.7 G1+G2: 14.5	G1: 0.08 ± 1.23 G2: -0.07 ± 0.79 ES= NS p= NS
Concomitant therapies, n (%): NR	\$75,001-\$100,000	
N at enrollment: G1: 27 G2: 28	G1: 22.2 G2: 35.7 G1+G2: 29.1	Harms: NR
N at follow-up: G1: 27 G2: 28	>\$100,00 G1: 37 G2: 42.9 G1+G2: 40	Modifiers: NR
	Diagnostic approach: Referral	
	Diagnostic tool/method: SCQ, ASSQ, CAST	
	Diagnostic category, %: Autism-high functioning: 42 PDD-NOS: 16 Asperger syndrome: 38	
	Other characteristics, n (%): NR	

Comments: Three children in G1 dropped out of study and were excluded from analysis. Two parents in G2 were excluded from parent report analysis (mother filled out pre-assessments and father completed post-assessments).

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Drahota et al. 2011 ³⁶ Country: US Intervention setting: clinic Enrollment period: NR Funding: NIMH, Cure Autism Now Foundation, UCLA Center for Autism Research and Training Design: RCT	Intervention: Cognitive behavioral therapy, 16 weekly sessions, 90 min (30 with child and 60 with parents) implementing the Building Confidence CBT program modified for use with children with ASD Assessments: ADIS-C/P Clinical Severity Rating scale, VABS, Parent Child Interaction Questionnaire (PCIQ); Assessments at baseline and at final day or treatment or within one week; for control group post assessments were completed after 3 months Groups: G1: intervention G2: waitlist Provider: Therapists 11 doctoral students in clinical or educational psychology and 2 doctoral level psychologists Treatment manual followed: Yes Defined protocol followed: NR Measure of treatment fidelity reported: NR Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: G1: 17 G2: 23 N at follow-up: G1: 14 (82) G2: 22 (96)	Inclusion criteria: -met research criteria for diagnosis of autism, Asperger syndrome or PDD-NOS -met research criteria for one of the following: separation anxiety disorder, social phobia or obsessive compulsive disorder -not taking any psychiatric medicine at baseline assessment or were taking a stable dose of psychiatric medicine (at least one month of same dosage prior to baseline) -if medication was being used, maintained same dosage during study Exclusion criteria: -verbal IQ < 70 (assessed in previous testing, or questions noted by independent examiner at baseline, on basis of Wechsler Intelligence Scale for Children IV -currently in psychotherapy or social skills training or receiving behavioral interventions such as applied behavioral analysis -family currently in family therapy or parenting class -child began taking psychiatric medication or changed dosage during the intervention -child or parents appeared unable to participate in intervention program Age, mean/yrs (range): G1: 9.18 ± 1.42 G2: 9.22 ± 1.57 Mental age, mean/yrs (range): NR Gender: M, n (%): G1: 12 (71) G2: 15 (65) Race/ethnicity, n (%): White	VABS- total daily living skills, mean ± SD G1: 93.47 ± 29.91 G2: 97.43 ± 23.91 Mean standard score G1: 50.06 G2: 55.61 Mean age equivalency G1: 5.2 years G2: 5.4 years VABS- personal daily living skills, mean ± SD G1: 55.54 ± 10.85 G2: 57.49 ± 9.27 Mean age equivalency G1: 4.1 years G2: 4.5 years PCIQ-parental involvement Mean raw score ± SD G1: 13.53 ± 3.78 G2: 14.30 ± 3.78	Post-treatment VABS- total daily living skills, mean ± SE G1: 109.63 ± 4.07 G2: 98.80 ± 3.50 Mean standard score G1: 60.24 G2: 55.62 Mean age equivalency G1: 6.0 years G2: 5.7 years VABS- personal daily living skills, mean ± SE G1: 62.81 ± 1.54 G2: 58.30 ± 1.32 Mean age equivalency G1: 5.0 years G2: 4.6 years PCIQ-parental involvement Mean raw score ± SE G1: 11.93 ± 0.55 G2: 13.53 ± 0.48 3-month follow-up (n=10 families in G1 only) VABS- total daily living skills, mean ± SD G1: 114.24 ± 25.66 Mean standard score G1: 70.00 Mean age equivalency G1: 6.7 years VABS- personal daily living skills, mean ± SD G1: 63.65 ± 9.33 Mean age equivalency G1: 5.2 years PCIQ-parental involvement Mean raw score ± SD G1: 10.89 ± 2.93 Harms: NR Modifiers: NR

G1: 8 (47)
G2: 11 (48)
Latino/Latina
G1: 2 (12)
G2: 3 (13)
Asian
G1: 4 (23)
G2: 2 (9)
African American
G1: 0
G2: 1 (4)
Multiracial/other
G1: 3 (18)
G2: 6 (26)

SES:

Parental education, n (%):
Graduated College
G1: 12 (71)
G2: 13 (60)

Household income, (n=37):
< \$40,000
G1+G2: 9 (24.3)
\$40,001-\$90,000
G1+G2: 10 (27.1)
Over \$90,000
G1+G2: 18 (48.6)

Diagnostic approach:
Referral

Diagnostic tool/method:

Diagnostic category, n (%):

Autistic disorder
G1: 9 (53)
G2: 11 (48)
PDD-NOS
G1: 6 (35)
G2: 11 (48)
Asperger syndrome
G1: 2 (12)
G2: 1 (4)

Other characteristics, n (%): NR

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Zachor and Itzchak, 2010 ^{37, 38}	Intervention: Applied Behavioral Analysis (ABA) or eclectic (integration of several intervention approaches) interventions implemented in autism-specific preschool settings; 8 hours per day for 1 year	Inclusion criteria: -clinical diagnosis of autism based on DSM-IV criteria and cut-off points on the ADI-R -age 15-35 months Exclusion criteria: -additional major medical diagnoses -incomplete post-intervention assessments	Overall ratings: Global Rating of Severity, mean \pm SD (range): ADOS new algorithm G1: 20.9 \pm 4.3 (10-26) G2: 20.1 \pm 4.6 (10-26) G1+G2: 20.5 \pm 4.4 ADOS severity score G1+G2: 8.4 \pm 2.0	Overall ratings: Global Rating of Severity, mean \pm SD: ADOS new algorithm G1: NR G2: NR G1+G2: 17.9 \pm 5.0 ADOS severity score* G1+G2: 7.8 \pm 1.9
Country: Israel	Assessments: parent; clinician	Age, mean/months \pm SD (range): G1: 25.1 \pm 3.9 (17-35) G2: 26.0 \pm 4.6 (15-33)	Social skills, mean \pm SD: Vineland-Socialization raw score G1: 25.8 \pm 5.5 G2: 28.0 \pm 6.2	ADOS-improved classification G1: 3 (6.7) G2: 2 (6)
Intervention setting: Preschool	Groups: G1: ABA G2: eclectic	Mental age, mean/hrs (range): NR Gender: M, n (%): 71 (91) F, n (%): 7 (8)	Vineland-Socialization standard score G1: 67.8 \pm 7.7 G2: 70.7 \pm 7.7	Diagnosis stability, n (%): ADOS-autism diagnosis G1+G2: 71 (91)
Enrollment period: NR	Provider: G1: Program supervisors, trained therapists, speech and language pathology, occupational therapy and special education preschool teachers, and parents (for home treatment) G2: Clinical psychologist, special education preschool teacher, speech and language pathology, occupational therapy, cognitive trainer, music therapist, and teacher's aids.	Race/ethnicity, n (%): NR SES: Maternal education, years \pm SD (range): G1: 14.3 \pm 2.2 (11-20) G2: 15 \pm 2.7 (11-22) Paternal education, years \pm SD (range): G1: 14.4 \pm 2.8 (8-20) G2: 14.9 \pm 3.1 (10-20)	Communication/ language, mean \pm SD: MSEL-Receptive language raw score G1: 20.6 \pm 9.7 G2: 17.5 \pm 8.5 MSEL-Receptive language standard score G1: 34.4 \pm 15.2 G2: 29.6 \pm 14.8 MSEL-Expressive language raw score G1: 17.0 \pm 8.4 G2: 16.8 \pm 7.8	Social skills, mean \pm SD: Vineland-Socialization Socialization raw score G1: 38.8 \pm 10.7 G2: 42.4 \pm 11.5
Funding: Private support (Mr. Dov Moran)	Treatment manual followed: NR Defined protocol followed: NR	Household income, mean (range): NR	MSEL-Expressive language standard score G1: 28.8 \pm 11.3 G2: 31.4 \pm 12.5	Vineland-Socialization standard score G1: 69.6 \pm 12.4 G2: 77.4 \pm 14.4
Design: Prospective cohort	Measure of treatment fidelity reported: No	Diagnostic approach: In Study	MSEL-Expressive language raw score G1: 17.0 \pm 8.4 G2: 16.8 \pm 7.8	Communication/ language, mean \pm SD: MSEL-Receptive language raw score G1: 28.7 \pm 10.7 G2: 26.1 \pm 8.2
	Co-interventions held stable during treatment: NR	Diagnostic tool/method: Autism Diagnostic Interview-Revised (ADI-R) and Autism Diagnostic Observation Schedule (ADOS)	MSEL-Verbal G1+G2: 60.9 \pm 24.4	MSEL-Expressive language raw score G1: 26.8 \pm 11.0 G2: 25.9 \pm 10.0
	Concomitant therapies, n (%): NR		Vineland-Communication raw score G1: 19.0 \pm 9.0 G2: 22.8 \pm 12.1	MSEL-Expressive language standard score G1: 35.6 \pm 15.0 G2: 39.0 \pm 14.3
	N at enrollment: G1: 45 G2: 33	Diagnostic category, n (%): Autism: 78 (100) PDD-NOS Aspergers	Vineland-Communication standard score G1: 67.0 \pm 7.8 G2: 69.5 \pm 10.7	MSEL-Verbal G1+G2: 75.0 \pm 27.0
	N at follow-up: G1: NR G2: NR	Other characteristics, n (%): NR	Adaptive behavior, mean	Vineland-Communication

N for each measure:	± SD (range):	raw score
ADOS	Vineland composite score	G1: 42.0 ± 16.3
baseline: 78	G1: 66.2 ± 9.6 (49-75)	G2: 44.3 ± 15.7
follow-up: 77	G2: 68.6 ± 6.3 (59-81)	
	G1+G2: 67.4 ± 6.4	Vineland-Communication standard score
Vineland		G1: 72.9 ± 14.7
baseline: 71	Vineland-Daily Living raw score	G2: 78.8 ± 16.2
follow-up: 75	G1: 17.4 ± 6.7	
	G2: 19.5 ± 6.5	Repetitive behavior: NR
MSEL		Problem behavior: NR
baseline: 71	Vineland-Daily Living standard score	
follow-up: 69	G1: 67.7 ± 7.0	Adaptive behavior, mean ± SD (range):
	G2: 69.4 ± 6.0	Vineland composite score
	Motor skills, mean ± SD:	G1: NR
	MSEL-Fine motor raw score	G2: NR
	G1: 25.2 ± 4.9	G1+G2: 68.9 ± 13.0
	G2: 24.2 ± 4.1	
		Vineland-Daily Living-raw score
	MSEL-Fine motor standard score	G1: 35.8 ± 13.5
	G1: 33.0 ± 14.0	G2: 36.7 ± 15.2
	G2: 34.1 ± 12.9	
		Vineland-Daily Living standard score
	Vineland-Motor skills raw score	G1: 67.8 ± 10.9
	G1: 33.5 ± 5.8	G2: 73.0 ± 14.6
	G2: 35.1 ± 4.6	Commonly occurring co-morbidities: NR
	Vineland-Motor skills standard score	Medical: NR
	G1: 86.2 ± 11.4	
	G2: 88.1 ± 11.0	Motor skills, mean ± SD:
	Sensory, mean ± SD:	MSEL-Fine motor raw score
	MSEL-Visual raw score	G1: 30.7 ± 6.0
	G1: 29.9 ± 5.3	G2: 27.9 ± 4.6
	G2: 25.6 ± 4.7	
		MSEL-Fine motor standard score
	MSEL-Visual standard score	G1: 33.0 ± 14.6
	G1: 42.3 ± 12.7	G2: 33.7 ± 14.5
	G2: 37.7 ± 12.1	
		Vineland-Motor skills raw score
	Educational/ cognitive/ academic attainment, mean ± SD (range):	G1: 43.1 ± 7.0
	MSEL-cognitive composite	G2: 45.8 ± 6.1
	G1: 72.2 ± 19.2 (49-135)	
	G2: 73.3 ± 22.2 (49-132)	Vineland-Motor skills standard score
		G1: 72.0 ± 12.9
	MSEL Nonverbal	G2: 84.5 ± 13.0
	G1+G2: 73.9 ± 23.7	Sensory, mean ± SD:
		MSEL-Visual raw score
		G1: 35.9 ± 7.5

	G2: 32.6 ± 7.4 MSEL-Visual standard score G1: 42.4 ± 18.2 G2: 43.1 ± 17.0 Educational/ cognitive/ academic attainment, mean ± SD: MSEL-cognitive composite G1: NR G2: NR MSEL Nonverbal G1+G2: 75.5 ± 29.2 Harms: NR Modifiers: Cognitive and adaptive ability, maternal age
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Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Kovshoff et al. 2011 ³⁹	Intervention: EIBI- 24 month study. Follow-up 2 years after study ended.	Inclusion criteria: -meet criteria for diagnosis of autism based on both ADI-R and independent clinical assessment and diagnostic procedure	IQ, mean \pm SD G1: 61.43 \pm 16.43 G2: 63.83 \pm 13.98	Two year follow-up ^a IQ, mean \pm SD G1: 64.65 \pm 33.04 G2: 61.94 \pm 31.09 $p = 0.339$
Country: UK			Vineland Composite G1: 60.22 \pm 5.82 G2: 57.17 \pm 7.05	DBC total Mother G1: 53.70 \pm 21.13 G2: 63.56 \pm 26.39 $p = 0.627$
Intervention setting: Home, school, clinic	Assessments: Stanford-Binet Intelligence Scale – Fourth Edition, Bayley Scales of Infant Development-Second Edition; Vineland Adaptive Behavior Scale-Survey form; Reynell Developmental Language Scales – Third Edition; Positive Social Subscale of the Nisonger Child Behavior Rating Form, Autism Diagnostic Interview-Revised, Developmental Behavior Checklist	Exclusion criteria: -no chronic medical conditions -reside in family home Exclusion criteria: -see above	Vineland Communication G1: 61.52 \pm 7.56 G2: 58.17 \pm 8.63 Vineland Daily Living G1: 63.26 \pm 5.40 G2: 62.22 \pm 8.14 Vineland Socialization G1: 63.30 \pm 6.74 G2: 59.94 \pm 7.94	Father G1: 48.86 \pm 26.21 G2: 56.14 \pm 21.22 $p = 0.719$
Enrollment period: NR		Age, mean/ys (range): At follow-up: Mean of 7 years, 2 months (range: 6.5-8 years)		
Funding: Esmee Fairbairn Foundation, Research Autism, Autism and Developmental Disorders Education Research		Mental age, mean/ys (range): NR	Nisonger Child Behavior Rating Form: positive social behavior Mother G1: 10.57 \pm 4.24 G2: 9.61 \pm 3.50	Social skills: Nisonger Child Behavior Rating Form: positive social behavior Mother G1: 14.87 \pm 5.29 G2: 11.33 \pm 5.26 $p = 0.059$
Design: Prospective Cohort	Groups: G1: EIBI intervention (mix of university-based and private providers) G2: treatment as usual	Gender: NR	Father G1: 8.94 \pm 3.47 G2: 8.64 \pm 3.79	Father G1: 14.73 \pm 6.70 G2: 11.64 \pm 7.31 $p = 0.321$
	Provider: University-based or privately hired behavioral intervention providers	Race/ethnicity, n (%): NR	DBC total Mother G1: 50.26 \pm 22.75 G2: 65.61 \pm 18.70	Adaptive behavior: Vineland Composite G1: 55.13 \pm 19.40 G2: 49.5 \pm 17.39 $p = 0.79$
	Treatment manual followed: NR	SES: Maternal education, n (%): High school College	Father G1: 46.67 \pm 22.15 G2: 57.15 \pm 16.23	Vineland Communication G1: 62.65 \pm 25.11 G2: 57.72 \pm 24.54 $p = 0.784$
	Defined protocol followed: NR	Diagnostic approach: In Study/Referral		Vineland Daily Living G1: 52.35 \pm 19.61 G2: 43.67 \pm 18.15 $p = 0.177$
	Measure of treatment fidelity reported: NR	Diagnostic tool/method:		Vineland Socialization G1: 62.57 \pm 16.93 G2: 59.33 \pm 15.58 $p = 0.822$
	Co-interventions held stable during treatment: NR	Diagnostic category, n (%): Autism PDD-NOS Aspergers		
	Concomitant therapies, n (%): NR	Other characteristics, n (%): NR		Harms: NR
	N at enrollment: G1: 23 G2: 21			Modifiers: NR
	N at follow-up: G1: 23 G2: 18			

Comments: ^a p-values refer to ANCOVA that compared group scores at 24-month treatment termination and two year follow-up. See Remington et al. 2007 for original study data.

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Murdock and Hobbs, 2011 ⁴⁰ Country: US Intervention setting: Autism treatment center with preschool program Enrollment period: NR Funding: NR Design: Prospective cohort	Intervention: Picture Me Playing; consisted of four 15-minute group sessions and one 5-minute individualized session with a typically developing peer. Group sessions included 3 participants and 2 typical peers at a time. Sessions included story and role-playing opportunities. Assessments: observation Groups: G1: Picture Me Playing G2: comparison group Provider: Second author implemented the intervention Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: NR Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: G1: 6 G2: 6 N at follow-up: G1: 6 G2: 6	Inclusion criteria: -ages 55-75 months -diagnosis of autism or PDD-NOS -able to follow group directed instructions -able to comply and attend to group activities Exclusion criteria: NR Age, mean/months \pm SD: G1: 69.33 \pm 5.9889 G2: 62.17 \pm 6.2102 Mental age, mean/hrs (range): NR Gender: M, n (%): G1: 5 (83.3) G2: 5 (83.3) F, n (%): G1: 1 (16.7) G2: 1 (16.7) Race/ethnicity, n (%): White: NR Asian: NR SES: Maternal education, n (%): NR Household income, mean (range): NR Diagnostic approach: Referral Diagnostic tool/method: NR Diagnostic category, n (%): Autism or PDD-NOS: G1: 6 (100) G2: 6 (100) Other characteristics, mean \pm SD: PPVT-4: G1: 84.5 \pm 11.077 G2: 88.5 \pm 7.6092 K-BIT: G1: 86.5 \pm 5.8907 G2: 72.33 \pm 13.456 Peers: G1: 105.5 \pm 13.026	Communication/ language: Types of utterances, n: Total utterances: G1: 250 G2: 206 Structural: G1: 141 G2: 139 Play dialogue: G1: 50 G2: 28 Sound effects: G1: 38 G2: 28 Self-talk: G1: 21 G2: 11	Communication/ language: Types of utterances, n: Total utterances: G1: 307 G2: 304 p=NS Structural: G1: 89 G2: 176 p=NS Play dialogue: G1: 180 G2: 66 p=NS Sound effects: G1: 29 G2: 36 p=NS Self-talk: G1: 9 G2: 26 p=NS Types of utterances, percent change from baseline: Total utterances: G1: 23% G2: 48% p=NS Structural G1: -37% G2: 27% p=NS Play dialogue G1: 260% G2: 136% p=0.041 Sound effects G1: -24% G2: 29% p=NS Self-talk G1: -57% G2: 13.6% p=NS Harms: NR

G2: 108.75 ± 7.5884

Modifiers: NR

PLS-4:

G1: 85.667 ± 13.064

G2: 86.5 ± 13.368

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Pajareya et al. 2011 ⁴¹	Intervention: Parent-administered DIR/Floortime for an average of 15.2 hours/wk for 3 months	Inclusion criteria: -met clinical criteria for autistic disorders according to DSM-IV criteria -age 2-6 years Exclusion criteria: -additional medical diagnosis (e.g. genetic syndromes, diagnosed hearing impairment, diagnosed visual impairment or seizures) -geographically inaccessible for follow-up visits -parents not literate or with known chronic psychiatric or physical illness	CARS, mean \pm SD G1: 37.2 \pm 6.2 G2: 39.7 \pm 6.6 FEAS, mean \pm SD G1: 24.4 \pm 12.7 G2: 23.5 \pm 12.6 FEDQ, mean \pm SD G1: 44.0 \pm 12.9 G2: 40.7 \pm 15.3	Severity CARS, mean changes \pm SD G1: 2.9 \pm 2.0 G2: 0.8 \pm 1.2 <i>p</i> =0.002 FEAS, mean changes \pm SD G1: 7.0 \pm 6.3 G2: 1.9 \pm 6.1 <i>p</i> =0.031 FEDQ, mean changes \pm SD G1: 7.7 \pm 8.1 G2: 0.8 \pm 1.4 <i>p</i> =0.006
Country: Thailand				
Intervention setting: Home	Assessments: Functional Emotional Assessment Scale, Childhood Autism Rating Scale, Functional Emotional Questionnaires			
Enrollment period: NR	Groups: G1: DIR/Floortime G2: treatment-as-usual			
Funding: NR				
Design: RCT with four groups stratified based on age (24-47 months, 48-72 months) and symptom severity: (mild autism: Childhood Autism Rating Scale score of 30-40; severe autism: CARS score of 41-60)	Provider: Parents (attended one day training workshop, received 3-hour DVD lecture, and had two one-hour home visits with a trainer) Treatment manual followed: Individualized manual with activity suggestions based upon Greenspan's affect-based language curriculum Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: NR Concomitant therapies, n (%): On medication G1: 5 (31) G2: 5 (31) 11 children in G1 continued to receive one-on-one treatment intervention based on behavioral or discrete trial principles throughout the study period. N at enrollment:	Age, mean/months \pm SD: G1: 56.6 \pm 10.1 G2: 51.5 \pm 13.9 Mental age, mean/yrs (range): NR Gender: M, n (%): G1: 15 (94) G2: 13 (81) F, n (%): G1: 1 (6) G2: 3 (19) Race/ethnicity, n (%): NR (Thai) SES: Maternal education, n (%): Bachelor degree or higher G1: 10 (62.5) G2: 14 (87.5) Household income, mean (range): NR Diagnostic approach: Diagnosis confirmed by developmental pediatrician Diagnostic tool/method: DSM-IV Diagnostic category, n (%): Autism G1: 13 (81) G2: 10 (62.5)	Harms: NR Modifiers: NR	

G1: 16	PDD-NOS
G2: 16	G1: 3 (19)
	G2: 6 (37.5)
N at follow-up:	Aspergers
G1: 15	0
G2: 16	
	Other characteristics, n
	(%):
	Overall status
	No affective engagement
	G1: 0
	G2: 0
	Only intermittent engagement
	G1: 3
	G2: 4
	Intermittent reciprocal communication, no symbolization
	G1: 3
	G2: 6
	Islands of symbolization
	G1: 10
	G2: 6
	Associated with moderate to severe motor planning problem
	G1: 5
	G2: 6
	Participation in special education (or regular) preschool program
	G1: 11
	G2: 11
	Average hours per week of paramedical services (e.g., speech therapy), mean \pm SD
	G1: 3.1 \pm 1.8
	G2: 3.3 \pm 1.4

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Roberts et al. 2011 ⁴²	Intervention: Two variations of the Building Blocks® program, including an individualized home-based program (40 weeks duration, 2 h visit every 2 weeks, 20 sessions max) or a small group center-based program with parent training and support group (40 weeks duration, weekly 2 h sessions)	Inclusion criteria: -preschool age -diagnosis of Autistic Disorder, Asperger or PDD-NOS (DSM-IV) by referring clinician -home within reasonable distance of center-based group -child's readiness for center-based program (determined by parents and staff) Exclusion criteria: -see inclusion criteria	Social skills, mean ± SD: VABS social G1: 68.7 ± 7.3 G2: 70.1 ± 7.3 G3: 70.8 ± 9.9 Communication/ language, mean ± SD: VABS communication G1: 64.4 ± 12.8 G2: 66.9 ± 12.5 G3: 68.5 ± 17.0	Social skills, mean ± SD: VABS social G1: 66.4 ± 7.7 G2: 72.6 ± 11.2 G3: 73.1 ± 10.8 G1 vs. G2: p=0.02 G1 vs. G3: p=0.02 G2 vs. G3: p=NS 3-group comparison: p=0.03 Communication/ language, mean ± SD: VABS communication G1: 68.4 ± 15.6 G2: 76.1 ± 17.1 G3: 74.2 ± 15.5 G1 vs. G2: p=NS G1 vs. G3: p=NS G2 vs. G3: p=NS 3-group comparison: p=NS Reynell-comprehension, standard score: G1: 2.6 ± 8.4 G2: 10.5 ± 17.4 G3: 5.7 ± 12.1 G1 vs. G2: p=0.03 G1 vs. G3: p=NS G2 vs. G3: p=NS 3-group comparison: p=NS
Country: Australia	Assessments: Autism Diagnostic Observation Schedule, Beach Centre Family Quality of Life Scale, Vineland Adaptive Behavior Scales-II, Reynell Developmental Language Scales III, The Pragmatics Profile of Everyday Communication, Developmental Behavior Checklist, Parenting Stress Index, Parent Perception Questionnaire, Parent interview	Age mean/months (range): G1: 41.5 (26.5 – 59.4) G2: 43.1 (26.3 – 60.0) G3: 43.7 (27.6 – 60.3) Mental age: Griffiths developmental quotient, mean ± SD: G1: 57 ± 11.7 G2: 66 ± 17.7 G3: 63.3 ± 15.5 Gender, n (%): M: NR (90.5%) F: NR (9.5%) Race/ethnicity, n (%): NR	Reynell comprehension, standard score: G1: 4.2 ± 9.2 G2: 5.5 ± 10.6 G3: 7.2 ± 15.2 Reynell comprehension, raw score: G1: 6.9 ± 9.7 G2: 11.3 ± 13.8 G3: 12.2 ± 14.9 Reynell expression, standard score: G1: 3.4 ± 8.3 G2: 8.2 ± 16.6 G3: 6.0 ± 10.9	
Funding: Australian Research Council Linkage Projects grant; Autism Spectrum Australia (Aspect)	Groups: G1: individualized home-based program G2: small group center-based program combined with parent training and support group G3: waitlist (non-randomized treatment comparison) Provider: Multidisciplinary teams of teachers, speech pathologists, occupational therapists and psychologists Treatment manual followed: G2 only: Autism Association of NSW manual (2004) – child and parent components Defined protocol followed: Yes	SES: Maternal education, n (%), (n=73): High school: 10 (13.7) College/post-high school: 28 (38.4%) Bachelors: 23 (31.5) Postgraduate: 12 (16.4) Household income, n (%), (n=78): >\$75,000: 45 (57.7) \$60,000-\$70,000: 10 (12.8) \$50,000-\$60,000: 11 (14.1) \$40,000-\$50,000: 4 (5.1) <\$40,000: 8 (10.3) Language spoken at home. n (%): Language other than English exclusively: 2 (2.6) Language in addition to English: 12 (15.4) Family members supported by income, mean ± SD (n=78):	Reynell expression, raw score: G1: 3.2 ± 5.4 G2: 6.9 ± 9.9 G3: 5.8 ± 7.9 Pragmatics Profile, total Q range: G1: 50.4 ± 17.5 G2: 58.3 ± 16.8 G3: 56.7 ± 16.2 Adaptive behavior, mean ± SD: Developmental Behavior Checklist, total: G1: 44.7 ± 19.0 G2: 58.5 ± 20.4 G3: 43.9 ± 21.9	Reynell-comprehension, standard score: G1: 17.5 ± 6.3 G2: 23.7 ± 19.9 G3: 22.0 ± 17.8 G1 vs. G2: p=NS G1 vs. G3: p=NS G2 vs. G3: p=NS 3-group comparison: p=NS Reynell-expression, standard score: G1: 2.8 ± 7.5 G2: 7.0 ± 15.1 G3: 4.4 ± 8.7 G1 vs. G2: p=NS G1 vs. G3: p=NS G2 vs. G3: p=NS 3-group comparison: p=NS Reynell-expression, raw

Measure of treatment fidelity reported: Yes	4.0 ± 1.2 SES (ranking within New South Wales), mean ± SD (n=80): 73.0 ± 23.0	score: G1: 8.8 ± 8.9 G2: 11.4 ± 10.9 G3: 11.1 ± 9.9 G1 vs. G2: p=NS G1 vs. G3: p=NS G2 vs. G3: p=NS 3-group comparison: p=NS
Co-interventions held stable during treatment: No	Mother's age, mean/yr ± SD (n=75): 36.6 ± 4.3	
Concomitant therapies, mean number ± SD: ASD-specific interventions used during intervention period: G1: 0.22 ± 0.42 G2: 0.14 ± 0.35 G3: 0.54 ± 0.79	Diagnostic approach: In Study and Referral Referral of autism and ASD diagnosed by clinicians; diagnosis in-study	Pragmatics Profile, total Q range: G1: 62.8 ± 19.4 G2: 73.0 ± 19.0 G3: 72.2 ± 18.8 G1 vs. G2: p=NS G1 vs. G3: p=NS G2 vs. G3: p=NS 3-group comparison: p=NS
Educational interventions used during intervention period: G1: 2.37 ± 1.28 G2: 2.41 ± 1.50 G3: 3.11 ± 1.64	Diagnostic tool/method: DSM-IV (referral), ADOS (in-study)	
N at enrollment: G1: 34 G2: 33 G3: 28	Diagnostic category, n (%): Autistic disorder: G1: 24 (87.5) G2: 20 (69.0) G3: 17 (60.7)	Adaptive behavior: Developmental Behavior Checklist, total: G1: 52.9 ± 29.3 G2: 55.7 ± 19.5 G3: 42.9 ± 24.3 G1 vs. G2: p=NS G1 vs. G3: p=NS G2 vs. G3: p=NS 3-group comparison: p=NS
N at follow-up: G1: 27 G2: 29 G3: 28	ASD: G1: 4 (14.3) G2: 4 (13.8) G3: 5 (17.9) Non ASD: G1: 0 (0) G2: 5 (17.2) G3: 6 (21.4)	
	Other characteristics, n (%): NR	Harms: NR Modifiers: NR

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Scarpa et al. 2011 ⁴³ Country: US Intervention setting: clinic Enrollment period: NR Funding: NR Design: RCT	Intervention: CBT, one hour group meetings for 9 consecutive weeks. Intervention focused on skill-building via affective education, stress management, and understanding expression of emotions. Parent group meetings occurred simultaneously with children's sessions. Assessments: Child's emotion regulation ability Groups: G1: intervention G2: wait list control Provider: Therapists (3 clinical graduate students and two trained staff members) supervised by licensed clinical psychologist Treatment manual followed: Yes Defined protocol followed: No Measure of treatment fidelity reported: No Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: G1: 5 G2: 6 N at follow-up: G1: NR G2: NR	Inclusion criteria: -meet ASD criteria on ADOS -5-7 years old at time of intervention -In kindergarten or first grade -verbal and able to understand and follow verbal directions Exclusion criteria: -see above Age, yrs (range): (4.5-7 years) Mental age, mean/ yrs (range): NR Gender: M, 9 (%) F, 2 (%) Race/ethnicity, n (%): White, 11 (100) SES: Maternal education: NR Household income, median (range): \$85,000 (\$14,400-\$175,000) Diagnostic approach: In Study/Referral Diagnostic tool/method: ADOS Diagnostic category, n (%): Autism PDD-NOS Asperger syndrome Other characteristics, n (%): NR	Emotion Regulation Checklist Emotion Regulation Subscale G1+ G2: 22.82 ± 2.56 Negativity/Lability Subscale G1+ G2: 38.00 ± 5.33 Behavioral Monitoring Sheet Frequency of episodes per hour G1+ G2: 0.31 ± 0.16 Duration in minutes per episode G1+ G2: 7.13 ± 6.68 Ben and the Bullies and James and the Reading Group Vignettes Quantity scores G1+ G2: 1.36 ± 0.81 Self Confidence Rating Scale Parental self-confidence-anger G1+ G2: 5.60 ± 1.58 Parental self-confidence-anxiety G1+ G2: 4.73 ± 1.90 Confidence in child- anger G1+ G2: 3.73 ± 1.49 Confidence in child-anxiety G1+ G2: 2.82 ± 1.25	Problem behavior: Emotion Regulation Checklist Emotion Regulation Subscale G1+ G2: 24.91 ± 6.17 Negativity/Lability Subscale G1+ G2: 33.73 ± 5.00 Behavioral Monitoring Sheet Frequency of episodes per hour G1+ G2: 0.18 ± 0.09 Duration in minutes per episode G1+ G2: 3.32 ± 2.20 Ben and the Bullies and James and the Reading Group Vignettes Quantity scores G1+ G2: 3.27 ± 2.24 Self Confidence Rating Scale Parental self-confidence-anger G1+ G2: 7.20 ± 1.81 Parental self-confidence-anxiety G1+ G2: 7.36 ± 1.12 Confidence in child-anger G1+ G2: 5.45 ± 1.92 Confidence in child-anxiety G1+ G2: 5.55 ± 1.81 Harms: NR Modifiers: NR

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Strain et al. 2011 ⁴⁴ Country: USA Intervention setting: Preschool classrooms Enrollment period: NR Funding: Institute for Educational Sciences, U.S. Department of Education Design: RCT	Intervention: LEAP (Learning Experiences and Alternative Program for Preschoolers and Their Parents) manuals, videos, and training manuals with training and mentoring relationship with study staff for 2 years (average of 17 hours per week) Assessments: Childhood Autism Rating Scale (CARS), Preschool Language Scale-4 th Edition (PLS-4), Social Skills Rating System (SSRS) Groups: G1: Full replication: Teachers received full LEAP training/coaching G2: Teachers provided with intervention manuals and related written materials only Provider: Preschool teachers, family members Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: Classrooms: G1: 28 G2: 28 N at follow-up: Classrooms: G1: 27 G2: 23	Inclusion criteria: -classrooms "willing and able" to be LEAP replication sites. "Able" criteria: -intensity of services provided -enrollment of children with ASD in inclusive settings -minimum ratio of adults to children (1:5) -minimum ratio of typical peers to children with ASD (2:1) Exclusion criteria: NR Age, mean/months \pm SD: G1: 50.1 \pm 4.6 G2: 50.7 \pm 4.2 Mental age, mean/yrs \pm SD: NR Gender: NR Race/ethnicity, n (%): NR SES: NR Diagnostic approach: Based upon school district standards for educational diagnoses of ASD Diagnostic category, n (%): Autism: 100% PDD-NOS: 0 Aspergers: 0 Other characteristics, n (%): Geographic: G1 schools, n): Metropolitan: 14 Suburban: 10 Rural: 3 G2 schools, n): Metropolitan: 12 Suburban: 8 Rural: 3	Overall ratings: Global Rating of Severity, mean \pm SD: CARS: G1: 39.0 \pm 6.2 G2: 37.4 \pm 5.9 Social skills: SSRS-positive, mean \pm SD: G1: 13.5 \pm 21.5 G2: 20.7 \pm 20.2 SSRS-negative, mean \pm SD: G1: 63.5 \pm 15.2 G2: 53.4 \pm 16.5 Communication/ language: PLS-4 (total language), mean \pm SD: G1: 32.8 \pm 7.5 G2: 34.4 \pm 7.2 Mullen (receptive language), mean \pm SD: G1: 30.8 \pm 7.6 G2: 33.4 \pm 9.0 Mullen (expressive language), mean \pm SD: G1: 28.9 \pm 7.4 G2: 30.3 \pm 8.2 Motor skills: Mullen (fine motor), mean \pm SD: G1: 31.9 \pm 6.4 G2: 34.8 \pm 6.2 General intelligence: Mullen (visual reception), mean \pm SD: G1: 32.3 \pm 6.6 G2: 34.6 \pm 7.0 Mullen ELC (early learning composite), mean \pm SD: G1: 59.6 \pm 6.9 G2: 63.2 \pm 6.6	**Note: all p-values represent G1 delta (change after 2 years of study participation) vs. G2 delta Overall ratings: Global Rating of Severity, mean \pm SD: CARS: G1: 32.9 \pm 3.9 G2: 34.6 \pm 4.2 p<0.05 Social skills: SSRS-positive, mean \pm SD: G1: 42.1 \pm 12.6 G2: 32.7 \pm 11.9 p<0.01 SSRS-negative, mean \pm SD: G1: 56.5 \pm 4.2 G2: 49.1 \pm 4.1 p<0.05 Communication/ language: PLS-4 (total language), mean \pm SD: G1: 51.3 \pm 8.1 G2: 43.8 \pm 7.7 p<0.01 Mullen (receptive language), mean \pm SD: G1: 49.3 \pm 7.9 G2: 40.7 \pm 7.7 p<0.01 Mullen (expressive language), mean \pm SD: G1: 38.7 \pm 6.4 G2: 35.9 \pm 4.4 p<0.05 Motor skills: Mullen (fine motor), mean \pm SD: G1: 43.3 \pm 5.2 G2: 39.8 \pm 4.9 p<0.05 General intelligence: Mullen (visual reception), mean \pm SD

Teachers:	G1: 52.7 ± 11.5
G1: 123	G2: 46.3 ± 11.6
G2: 107	p<0.01
Children with ASD:	
G1: 177	Mullen ELC (early learning composite), mean ± SD:
G2: 117	G1: 68.5 ± 7.5
	G2: 61.4 ± 9.0
	p<0.01
	Harms: NR
	Modifiers: NR

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Sung et al. 2011 ⁴⁵ Country: Singapore Intervention setting: clinic Enrollment period: February 2007 to August 2008 Funding: National Medical Research Council grant Design: RCT	Intervention: Cognitive behavioral therapy (CBT) sixteen 90-minute weekly sessions delivered in small groups of 3-4 participants. Sessions 1-3 focused on recognition and understanding of emotions; Sessions 4-9 focused on anxiety management techniques and sessions 10-16 focused on problem-solving strategies based on the STAR strategy. The social recreational (SR) group received 16 week manualized SR program. 90 minute weekly sessions in groups of 3-4 participants. Assessments: observed, parent report, context Spence Child Anxiety Scale- Child (SCAS-C) administered pre and post treatment and at 3 and 6 month follow-up Groups: G1: cognitive behavioral therapy G2: social recreational Provider: CBT and SR delivered by two trained therapists Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Co-interventions held stable during treatment: Yes Concomitant therapies, n (%): On medication	Inclusion criteria: -9-16 years old -clinical diagnosis of autism, Asperger syndrome, PDD (NOS) or ASD by DSM-IV criteria -classification of autism or autism spectrum on ADOS -verbal comprehension \geq 80 and perceptual reasoning skills \geq 90 on Wechsler Intelligence Scale for Children, 4 th edition -no change in medication dosage one month prior to start of study and throughout duration of study Exclusion criteria: -see above Age, mean \pm SD yrs: G1: 11.33 \pm 2.03 G2: 11.09 \pm 1.53 Mental age, mean/ yrs (range): NR Gender: M, n (%) G1: 34 (94) G2: 32 (94) F, n (%) G1: 2 (6) G2: 2 (6) Race/ethnicity, n (%): Chinese G1: 35 (97) G2: 30 (88) Malay G1: 1 (3) G2: 2 (6) Indian G1: 0 G2: 1 (3) Others G1: 0 G2: 1 (3) SES: NR Diagnostic approach: Referral Diagnostic tool/method: DSM-IV, ADOS	SCAS-C, mean \pm SD: Total score G1: 29.96 \pm 14.91 G2: 35.03 \pm 14.13 Panic attack G1: 4.00 \pm 3.42 G2: 4.34 \pm 3.90 Separation anxiety G1: 4.39 \pm 2.99 G2: 5.28 \pm 3.45 Physical injury G1: 3.50 \pm 2.43 G2: 5.03 \pm 2.65 Social phobia G1: 5.71 \pm 3.71 G2: 6.31 \pm 3.97 Obsessive compulsive G1: 6.39 \pm 3.73 G2: 8.24 \pm 3.38 Generalized anxiety G1: 5.96 \pm 3.55 G2: 5.83 \pm 3.10	SCAS-C, mean \pm SD: 6 month follow-up Total score G1: 21.54 \pm 14.82 G2: 21.17 \pm 11.97 Panic attack G1: 2.54 \pm 3.53 G2: 1.97 \pm 2.11 Separation anxiety G1: 3.21 \pm 3.05 G2: 3.10 \pm 3.28 Physical injury G1: 3.11 \pm 2.51 G2: 3.28 \pm 2.51 Social phobia G1: 4.68 \pm 3.51 G2: 4.55 \pm 3.34 Obsessive compulsive G1: 4.79 \pm 3.65 G2: 5.34 \pm 3.64 Generalized anxiety G1: 3.21 \pm 1.95 G2: 2.93 \pm 2.07 SCAS-C, n (%) Deteriorated G1: 3 (10.34) G2: 0 No change G1: 13 (44.83) G2: 13 (44.83) Improved G1: 13 (44.83) G2: 16 (55.17) Harms: NR Modifiers: NR

G1: 6 (17)	Diagnostic category, n
G2: 5 (15)	(%):
Not on medication	Autism/PDD-NOS
G1: 29 (81)	G1: 30 (83)
G2: 28 (82)	G2: 28 (82)
Unknown	Asperger syndrome
G1: 1 (3)	G1: 6 (17)
G2: 1 (3)	G2: 6 (18)
N at enrollment:	
G1: 36	Other characteristics, n
G2: 34	(%):
N at follow-up:	
G1: 30	Cognitive functioning,
G2: 29	mean ± SD:
	Verbal Comprehension
ITT analysis	G1: 100.25 ± 13.97
G1: 36	G2: 93.06 ± 12.81
G2: 34	
	Perceptual reasoning
	G1: 108.00 ± 12.26
	G2: 105.94 ± 11.07

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Kasari et al. 2010 ⁴⁶	Intervention: Joint attention intervention. 10 modules completed in 24 sessions (3 per week) for 8 weeks	Inclusion criteria: -age < 36 months -met DSM-IV criteria for autism by independent clinician -no additional syndromes	Object and joint engagement, mean \pm SD Unengaged/other engagement G1: 20.80 \pm 19.03 G2: 19.52 \pm 14.95	Object and joint engagement, mean \pm SD 8 weeks post treatment Unengaged/other engagement G1: 22.01 \pm 18.24 G2: 17.31 \pm 10.17
Country: US				
Intervention setting: Laboratory	Assessments: 15 minute videotaped caregiver-child interaction observed at end of intervention (8 weeks) and 12 months later (14 month from study start) Mullen scales at baseline and at 12 month follow-up	Exclusion criteria: -see above Age, mean/mos \pm SD: G1: 30.35 \pm 0.93 G2: 31.31 \pm 0.90 Mental age, mean/mos \pm SD Mullen scales: G1: 19.83 \pm 1.80 G2: 18.57 \pm 1.09	Object engagement G1: 48.58 \pm 21.87 G2: 54.97 \pm 17.43 Joint engagement G1: 30.26 \pm 14.91 G2: 24.98 \pm 10.74	Object engagement G1: 34.75 \pm 18.39 G2: 54.69 \pm 18.15 Joint engagement G1: 42.85 \pm 19.96 G2: 27.87 \pm 14.01
Enrollment period: 01/2002 to 09/2005				
Funding: Grant NIMH Design: RCT	Groups: G1: Immediate treatment G2: Wait list Provider: Trained interventionists (graduate students in educational psychology experienced with children with autism. Videotapes coded by blinded reviewer	Gender: M, n (%): G1: 15 (79) G2: 14 (74) F, n (%): G1: 4 (21) G2: 5 (26) Race/ethnicity, n (%): White G1: 10 (53) G2: 12 (63) Minority G1: 9 (47) G2: 7 (37) SES: Caregiver's highest level education, n (%): Some college/vocational training G1: 3 (16) G2: 2 (11) College G1: 12 (63) G2: 11 (58) Professional/graduate G1: 4 (21) G2: 6 (31) Caregiver's employment status, n (%): Not employed G1: 14 (74) G2: 12 (63) Employed part or full time G1: 5 (26) G2: 7 (37)	Frequency of joint attention initiations G1: 3.0 \pm 2.77 G2: 3.62 \pm 5.92 Frequency of joint attention responses G1: 0.42 \pm 0.69 G2: 0.63 \pm 0.23 Type of functional play acts G1: 3.00 \pm 2.38 G2: 4.42 \pm 3.17 Type of symbolic play acts G1: 0.11 \pm 0.46 G2: 0.42 \pm 0.84	Frequency of joint attention initiations G1: 3.11 \pm 3.41 G2: 3.77 \pm 3.76 Frequency of joint attention responses G1: 0.79 \pm 0.23 G2: 0.05 \pm 0.23 Type of functional play acts G1: 5.29 \pm 2.37 G2: 3.29 \pm 2.30 Type of symbolic play acts G1: 0.26 \pm 0.65 G2: 0.53 \pm 1.43
	Treatment manual followed: NR			Object and joint engagement, mean \pm SD Follow-up IT group only Unengaged/other engagement G1: 15.87 \pm 13.55 Object engagement G1: 28.35 \pm 15.87 Joint engagement G1: 52.27 \pm 20.56 Frequency of joint attention initiations G1: 4.44 \pm 5.61 Frequency of joint attention responses G1: 0.61 \pm 0.70 Type of functional play acts G1: 8.44 \pm 4.77 Type of symbolic play acts
	Defined protocol followed: Yes			
	Measure of treatment fidelity reported: Yes			
	Co-interventions held stable during treatment: NR			
	Concomitant therapies, n (%): NR			
	N at enrollment: G1: 19 G2: 19			
	N at follow-up: G1: 19 G2: 16			

	Diagnostic approach: In Study/Referral Diagnostic tool/method: DSM-IV confirmed by ADI-R Diagnostic category, n (%) : NR	G1 : 1.11 ± 2.37 Harms : NR Modifiers : NR
	Other characteristics, n (%) Mullen scales Developmental quotient, mean ± SD: G1 : 64.80 ± 5.35 G2 : 59.81 ± 3.14 Birth order, n (%) Only child G1 : 10 (53) G2 : 7 (36) First born G1 : 7 (36) G2 : 5 (26) Second born G1 : 2 (11) G2 : 2 (11) Twin G1 : 0 G2 : 2 (11) Missing G1 : 0 G2 : 3 (16)	

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Keen et al. 2010 ⁴⁷	Intervention: Parent-focused intervention- professional supported- two day parent group workshop and series of 10 home-based consultations with facilitator. Workshop provided information and parent education on the following topics: autism, social, communication, play, sensory, behavior, strategies to improve social interaction and communication, embedding strategies within daily routines, using a balanced approach, and selecting a child-focused early intervention program.	Inclusion criteria: -families with child aged 2-4 with clinical diagnosis of ASD received within 6 months of study entry -not receiving more than 20 hours/week of services for child -not enrolled in an intensive behavior intervention Exclusion criteria: NR Age, mean/yrs (range): G1: 36.38 ± 7.54 G2: 35.71 ± 6.92 Mental age, mean/yrs (range): Mullen score (DQ) mean ± SD G1: 53.06 ± 9.06 G2: 52.86 ± 6.53 Gender: M, n (%): G1: 15 (88.2) G2: 16 (72.7) Race/ethnicity, n (%): NR SES: Maternal education, n (%): High school (9-12 grade) G1: 6 (35.3) G2: 2 (9.1) Vocational G1: 4 (23.5) G2: 5 (22.7) College graduate G1: 0 G2: 5 (22.7) University graduate G1: 7 (41.2) G2: 10 (45.5) Paternal education, n (%): High school (9-12 grade) G1: 6 (35.3) G2: 5 (22.7) Vocational G1: 1 (5.9) G2: 6 (27.3) College graduate G1: 0	PSI Mother, mean ± SD Child G1: 147 ± 23.3 (n=17) G2: 146 ± 18.6 (n=22) Parent G1: 141 ± 21.2 G2: 146 ± 18.0 PSI Father, mean ± SD Child G1: 140 ± 23.2 (n=16) G2: 145 ± 17.8 (n=21) Parent G1: 141 ± 29.2 G2: 137 ± 21.6 PSOC Mother, mean ± SD Satisfaction G1: 33.6 ± 5.27 (n=17) G2: 32.8 ± 7.22 (n=22) Efficacy G1: 24.8 ± 4.70 G2: 27.0 ± 5.86 PSOC Father, mean ± SD Satisfaction G1: 34.4 ± 4.89 (n=17) G2: 36.1 ± 6.58 (n=21) Efficacy G1: 24.8 ± 4.23 G2: 25.4 ± 4.98	PSI Mother, mean ± SD Child G1: 132 ± 21.3 (n=17) G2: 141 ± 19.1 (n=21) Parent G1: 133 ± 23.9 G2: 143 ± 16.7 PSI Father, mean ± SD Child G1: 137 ± 21.8 (n=16) G2: 145 ± 17.8 (n=17) Parent G1: 141 ± 20.6 G2: 138 ± 15.4 PSOC Mother, mean ± SD Satisfaction G1: 37.5 ± 5.82 (n=16) G2: 34.5 ± 7.53 (n=21) Efficacy G1: 29.6 ± 4.32 G2: 28.8 ± 5.21 PSOC Father, mean ± SD Satisfaction G1: 35.9 ± 6.10 (n=15) G2: 36.9 ± 5.61 (n=18) Efficacy G1: 29.1 ± 3.33 G2: 28.4 ± 4.97 Harms: NR Modifiers Fathers reported higher levels of stress than mothers in both groups.
Country: Australia				
Intervention setting: clinic/home				
Enrollment period: NR				
Funding: NR				
Design: Prospective cohort	Comparator: self-directed parent intervention group received an interactive instructional DVD "Being Responsive: You and Your Child with Autism"			
	Intervention lasted for 6 weeks. Follow-up assessments conducted 3 months after completion of intervention			
	Assessments: Scales of independent behavior revised- early development form (SIB-R), communication and symbolic behavior scales developmental profile (CBS-DP), Mullen scales of early learning, parenting stress index (PSI), Parenting sense of competence (PSOC)			
	Groups: G1: Professional parent intervention G2: Self-directed parent intervention			
	Provider: Facilitator (doctoral			

students experienced in working with families of young children with ASD) conducted home-based consultations	G2: 2 (9.1) University graduate G1: 10 (58.8) G2: 9 (40.9)
Treatment manual followed: NR	Household income, mean (range): NR Diagnostic approach: Referral
Defined protocol followed: NR	Diagnostic tool/method: DSM-IV. Diagnosis confirmed by ADOS administered by research team.
Measure of treatment fidelity reported: Yes	
Co-interventions held stable during treatment: NR	Diagnostic category, n (%): Autistic disorder 30(77) Autism spectrum disorder 9 (23)
Concomitant therapies, n (%): NR	
N at enrollment: G1: 17 families (17 mothers/16 fathers) G2: 22 families (22 mothers/21 fathers)	Other characteristics, n (%): SIB-R standard score, mean \pm SD G1: 52.29 \pm 23.14 G2: 43.18 \pm 20.57
N at follow-up: G1: NR G2: NR	CSBS-DP behavior sample mean \pm SD G1: 56.36 \pm 31.84 G2: 55.57 \pm 38.24 Social (raw scores) G1: 27.34 \pm 10.91 G2: 25.07 \pm 12.10 Speech (raw scores) G1: 17.56 \pm 14.78 G2: 15.95 \pm 16.51 Symbolic (raw scores) G1: 11.47 \pm 10.04 G2: 14.55 \pm 12.55

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Koenig et al. 2010 ⁴⁸ Country: US Intervention setting: clinic Enrollment period: NR Funding: Organization for Autism Research, Beatrice-Renfield-Yale School of Nursing clinical Initiatives fund, Research Units on Pediatric Psychopharmacology, NIMH Design: RTC	Intervention: Social skills intervention, once weekly 75 minute group intervention 75 minutes for 16 weeks. Groups had 4-5 participants plus 2 peer tutors, led by two licensed clinicians Assessments: Characterization of subjects: Social Communication Questionnaire (SCQ), ADOS, PDD-BI. Outcomes: Clinical Global Impressions Scale (CGI) – improvement item, Social Competency Inventory, Parent Satisfaction survey Groups: G1: intervention G2: control/other intervention Provider: Licensed clinicians (included one advanced practice RN, two social workers, four clinical psychologists) Treatment manual followed: Yes Defined protocol followed: NR Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: G1: 25 G2: 19 N at follow-up: G1: 23 G2: 18	Inclusion criteria: -age 8-11 years -full scale IQ score ≥ 70 -clinical diagnosis of PDD -met criteria for PDD on ADOS, SCQ, and Pervasive Developmental Disorders Behavior Inventory Exclusion criteria: -participants were screened for psychiatric problems- severe aggression, self-injury or oppositional behavior -score > 18 on irritability scale of ABC -score in clinically significant range on any CSI scale Age, mean/yrs ± SD: G1: 9.2 ± 1.2 G2: 9.3 ± 1.2 Mental age, mean/yrs (range): NR Gender: M, 34 (77%); F, 10 (23%); Race/ethnicity, n (%): White G1+G2: 98% African American G1+G2: 2% SES: Maternal education, n (%): NR Household income, mean (range): NR Diagnostic approach: In Study/Referral Diagnostic tool/method: Diagnostic category, n (%): Autism G1: 7 G2: 3 PDD-NOS G1: 11	SCI pro social index, mean ± SD: G1: 2.52 ± 0.48 G2: 2.67 ± 0.64 SCI social initiation index, mean ± SD: G1: 2.52 ± 0.90 G2: 2.60 ± 0.64 Social skills: SCI pro social index, mean ± SD: G1: 2.83 ± 0.53 G2: 2.77 ± 0.56 SCI social initiation index, mean ± SD: G1: 2.98 ± 0.71 G2: 3.00 ± 0.46 Harms: NR Modifiers: NR	

G2: 12

AD

G1: 6

G2: 3

Other characteristics, n

(%):

**CGI severity score, mean
± SD:**

G1: 3.67 ± 0.56

G2: 3.78 ± 0.55

FSIQ score, mean ± SD:

G1: 96.4 ± 20.5

G2: 95.9 ± 17.3

SCQ score, mean ± SD:

G1: 17.8 ± 7.1

G2: 19.6 ± 6.6

**ADOS Com total, mean ±
SD:**

G1: 4.5 ± 1.6

G2: 4.1 ± 2.1

**ADOS Soc total, mean ±
SD:**

G1: 7.1 ± 4.0

G2: 6.8 ± 3.7

**ADOS Soc. And Com
algorithm total, mean ±
SD:**

G1: 12.0.2 ± 5.2

G2: 10.9 ± 5.3

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Kouijzer et al., 2010 ⁴⁹ Country: Netherlands Intervention setting: NR Enrollment period: NR Funding: NR Design: RCT	Intervention: 40 neurofeedback sessions comprising seven 3-min intervals of active neurofeedback training separated by 1-min rest intervals; during active training, criterion line placement adapted to participant ability to be rewarded 50-80% of the time; sessions conducted twice weekly Assessments: parent and teacher report, testing by researchers Timing: at baseline, end of Treatment and again 6 months after Treatment Groups: G1: neurofeedback G2: control Provider: Researchers Treatment manual followed: No Defined protocol followed: No Measure of treatment fidelity reported: No Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR N at enrollment: G1: 10 G2: 10 N at follow-up: G1: 10 G2: 10 N at 12 month follow-up (G1 only): G1: NR	Inclusion criteria: -age 8-12 years -IQ score ≥ 80 -presence of autistic disorder, Asperger disorder, or PDD-NOS Exclusion criteria: -use of medication -history of severe brain injury -co-morbidity (e.g. ADHD, epilepsy) Age, mean/yrs \pm SD: G1: 9.43 \pm 1.44 G2: 9.14 \pm 1.34 Mental age, mean/yrs (range): NR Gender: M, n (%): G1: 9 (90) G2: 8 (80) F, n (%): G1: 1 (10) G2: 2 (20) Race/ethnicity, n (%): NR SES: NR Diagnostic approach: Referral Diagnostic tool/method: Met criteria for DSM-IV diagnosis of autistic disorder, Asperger disorder, or PDD-NOS Diagnostic category, n (%): Autism G1: 6 (60) G2: 2 (20) PDD-NOS G1: 4 (40) G2: 4 (40) Aspergers G1: 0 (0) G2: 4 (40) Other characteristics, n (%): SCQ total, mean \pm SD: G1: 14.2 \pm 6.56	Parent Report: Social skills: SCQ total: G1: 14.20 \pm 6.56 G2: 16.67 \pm 3.96 SRS total: G1: 79.60 \pm 35.90 G2: 89.11 \pm 19.47 CCC-2 total: G1: 106.20 \pm 16.01 G2: 104.22 \pm 15.96 Social awareness: G1: 11.80 \pm 5.02 G2: 12.77 \pm 2.81 Social cognition: G1: 14.00 \pm 7.27 G2: 17.55 \pm 3.60 Social motivation: G1: 15.00 \pm 7.48 G2: 14.55 \pm 5.43 Social relations: G1: 13.50 \pm 3.34 G2: 15.33 \pm 1.41 Interests: G1: 13.00 \pm 1.94 G2: 14.56 \pm 1.66 Reciprocal social interactions: G1: 4.10 \pm 2.46 G2: 3.78 \pm 2.22 Communication/ language: Communication (SRS): G1: 25.80 \pm 11.97 G2: 27.77 \pm 8.34 Speech production: G1: 12.60 \pm 3.89 G2: 10.89 \pm 3.78 Syntax: G1: 12.70 \pm 2.66 G2: 12.11 \pm 3.37 Semantics: G1: 13.10 \pm 1.66 G2: 11.33 \pm 2.78 Coherence:	Parent report (end of Treatment): Social skills: SCQ total: G1: 5.80 \pm 4.16 G2: 15.56 \pm 5.79 p=0.006 SRS total: G1: 52.50 \pm 33.07 G2: 88.22 \pm 41.13 p=NS CCC-2 total: G1: 86.80 \pm 23.47 G2: 106.11 \pm 17.98 p=0.021 Social awareness: G1: 8.90 \pm 4.0 G2: 12.11 \pm 5.44 p=NS Social cognition: G1: 8.80 \pm 4.89 G2: 18.44 \pm 8.11 p=NS Social motivation: G1: 10.20 \pm 8.68 G2: 14.66 \pm 7.15 p=NS Social relations: G1: 12.90 \pm 3.31 G2: 14.22 \pm 3.49 p=NS Interests: G1: 10.50 \pm 3.10 G2: 13.89 \pm 2.36 p=NS Reciprocal social interactions: G1: 1.90 \pm 1.44 G2: 5.33 \pm 2.64 P<0.05 Communication (SRS): G1: 17.00 \pm 12.02 G2: 27.77 \pm 14.37 p=NS Speech production: G1: 9.20 \pm 2.82 G2: 10.56 \pm 3.97 p=NS

G2: 16.67 ± 3.97	G1: 13.70 ± 3.02 G2: 12.00 ± 4.24	Syntax: G1: 10.70 ± 3.74 G2: 12.56 ± 2.74 p=NS
	Inappropriate initialization: G1: 12.70 ± 3.33 G2: 14.11 ± 1.36	Semantics: G1: 9.70 ± 3.46 G2: 12.33 ± 2.00 p=0.01
	Stereotyped conversation: G1: 13.20 ± 3.64 G2: 14.00 ± 2.44	Coherence: G1: 11.20 ± 3.55 G2: 13.67 ± 3.39 p=0.004
	Context use: G1: 13.70 ± 3.62 G2: 15.44 ± 1.67	Inappropriate initialization: G1: 10.00 ± 3.46 G2: 13.67 ± 3.04 p=0.042
	Non-verbal communication: G1: 14.50 ± 1.95 G2: 14.33 ± 2.59	Stereotyped conversation: G1: 11.20 ± 3.76 G2: 13.33 ± 3.57 p=NS
	Pragmatics: G1: 54.10 ± 10.07 G2: 57.89 ± 6.13	Context use: G1: 12.00 ± 4.24 G2: 15.56 ± 2.29 p=NS
	Communication (SCQ): G1: 5.90 ± 2.92 G2: 6.11 ± 1.83	Non-verbal communication: G1: 11.80 ± 3.15 G2: 14.67 ± 1.93 p=0.022
	Repetitive behavior: Autistic mannerisms: G1: 13.00 ± 7.31 G2: 16.44 ± 5.17	Pragmatics: G1: 45.00 ± 13.44 G2: 60.56 ± 16.68 p=NS
	Restricted, repetitive, and stereotyped behavior: G1: 3.50 ± 2.63 G2: 5.89 ± 1.16	Communication (SCQ): G1: 2.50 ± 2.12 G2: 5.22 ± 2.43 p=0.037
	Educational/ cognitive/ academic attainment: Auditory selective attention: G1: 54.30 ± 25.72 G2: 42.66 ± 23.01	Repetitive behavior: Autistic mannerisms: G1: 7.60 ± 6.36 G2: 16.33 ± 10.25 p=NS
	Inhibition of verbal responses: G1: 97.00 ± 57.33 G2: 71.10 ± 38.00	Restricted, repetitive, and stereotyped behavior: G1: 1.20 ± 1.31 G2: 4.56 ± 2.96 p=NS
	Inhibition of motor responses: G1: 86.48 ± 12.87 G2: 84.05 ± 12.43	
	Cognitive flexibility, set shifting: G1: 31.20 ± 43.12 G2: 21.30 ± 22.652	
	Cognitive flexibility, concept generation:	

	G1: 3.36 ± 1.52 G2: 3.09 ± 1.32	Educational/ cognitive/ academic attainment: Auditory selective attention: G1: 58.09 ± 31.08 G2: 55.84 ± 20.98 p=NS Inhibition of verbal responses: G1: 43.50 ± 21.69 G2: 43.50 ± 22.98 p=NS Inhibition of motor responses: G1: 91.56 ± 9.78 G2: 88.68 ± 12.25 p=NS Cognitive flexibility, set-shifting: G1: 13.40 ± 16.74 G2: 35.20 ± 26.35 p=0.045 Cognitive flexibility, concept generation: G1: 5.55 ± 0.69 G2: 4.41 ± 0.81 p=NS Goal setting: G1: 78.41 ± 13.70 G2: 62.97 ± 10.73 p=NS Speed and efficiency: G1: 1.06 ± 0.13 G2: 1.00 ± 0.16 p=NS All p-values represent time x group interactions Harms: NR Modifiers: NR
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Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Lopata et al. 2010 ⁵⁰	Intervention: Manualized social treatment program conducted over 5 weeks with five treatment cycles per day, 70 minutes each (20 min of intensive instruction and 50 minute therapeutic activity). Instruction and therapeutic activities targeting social skills, face-emotion recognition, interest expansion, and interpretation of non-literal language.	Inclusion criteria: -written diagnosis of HFASD -WISC-IV short form IQ > 70, WISC-IV Verbal Comprehension index (VCI) or Perceptual Reasoning Index (PR) ≥ 80 -expressive or receptive language score ≥ 80 on short form of the Comprehensive Assessment of Spoken Language (CASL) Exclusion criteria: -severe physical aggression	Parent ratings ASC Total score, mean ± SD: G1: 109.67 ± 15.76 G2: 101.78 ± 20.47 SRS Total score, mean ± SD: G1: 79.94 ± 11.02 G2: 81.12 ± 13.78 Withdrawal, mean ± SD: G1: 68.78 ± 12.14 G2: 74.68 ± 12.48 Social Skills, mean ± SD: G1: 39.22 ± 9.10 G2: 34.22 ± 7.84	Parent ratings ASC Total score, mean ± SD: G1: 119.67 ± 17.13 G2: 103.72 ± 17.23 SRS Total score, mean ± SD: G1: 73.67 ± 11.42 G2: 82.53 ± 13.77 Withdrawal, mean ± SD: G1: 63.39 ± 8.76 G2: 76.83 ± 10.38 Social Skills, mean ± SD: G1: 41.39 ± 7.27 G2: 35.11 ± 7.65
Country: US		Assessments: Adapted Skillstreaming Checklist (ASC), Social Responsiveness Scale (SRS), Skillstreaming Knowledge Assessment (SKA), Diagnositc Analysis of Nonverbal Accuracy2 (DANVA2), Parent, Child and Staff satisfaction surveys, Comprehensive Assessment of Spoken Language (CASL), Wechsler Intelligence Scale for Children, 4 th edition (WISC-IV)	Age, mean/yr ± SD: G1: 9.39 ± 1.72 G2: 9.56 ± 1.54 Mental age, mean/yr (range): NR Gender: M, n (%): G1: 17 (94.4) G2: 17 (94.4) F, n (%): G1: 1 (5.6) G2: 1 (5.6) Race/ethnicity, n (%): White G1: 16 (88.9) G2: 16 (88.9) African-American G1: 1 (5.6) G2: 1 (5.6) Other G1: 1 (5.6) G2: 1 (5.6) SES: Parent education, years mean ± SD: G1: 14.78 ± 2.50 G2: 15.58 ± 2.08 Household income, mean (range): NR	Direct child measures ratings SKA Total score, mean ± SD: G1: 46.39 ± 17.72 G2: 48.64 ± 12.08 DANVA-2 Child faces score, mean ± SD: G1: 88.97 ± 22.45 G2: 91.44 ± 15.96 CASL Idioms, mean ± SD: G1: 8.89 ± 6.82 G2: 11.44 ± 7.97
Intervention setting: college campus				Direct child measures ratings SKA Total score, mean ± SD: G1: 58.83 ± 11.50 G2: 43.31 ± 13.86 DANVA-2 Child faces score, mean ± SD: G1: 99.03 ± 11.44 G2: 91.86 ± 19.38 CASL Idioms, mean ± SD: G1: 12.94 ± 7.26 G2: 12.50 ± 9.34
Enrollment period: NR				Harms: NR
Funding: NR				Modifiers: NR
Design: RCT				
	Groups: G1: Skillstreaming intervention G2: waitlist Provider: Graduate and undergraduate students from psychology and education Treatment manual followed: Yes Defined protocol followed: Yes Measure of treatment fidelity reported: Yes Co-interventions held stable during treatment:			

Yes	Diagnostic category, n (%) :
Concomitant therapies, n (%) : NR	Asperger's
	G1 : 15 (83.3)
	G2 : 13 (72.2)
N at enrollment:	PDD
G1 : 18	G1 : 2 (11.1)
G2 : 18	G2 : 5 (27.8)
N at follow-up:	HFA
G1 : 18	G1 : 1 (5.6)
G2 : 18	G2 : 0
	Other characteristics, n (%) :
	WISC-IV short form IQ, mean \pm SD
	G1 : 101.63 \pm 13.75
	G2 : 104.45 \pm 15.46
	CASL4 Expressive language
	G1 : 101.11 \pm 13.57
	G2 : 104.78 \pm 17.59
	CASL4 Receptive language
	G1 : 106.17 \pm 11.96
	G2 : 107.83 \pm 16.92

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: McConkey et al. 2010 ⁵¹ Country: Northern Ireland Intervention setting: Home Enrollment period: NR Funding: Grants to Autism NI from the Department of Health, Social Services and Public Safety and by special project funding from the Southern Health and Social Services Board Design: Prospective cohort	Intervention: Early intervention program (known as Keyhole), based mainly around TEACCH, Picture Exchange Communication System (PECS) and Hanen approaches; Delivered to families through 15–18 home visits over a nine-month period in 2 separate geographical areas Assessments: Psycho-Educational Profile – Revised (PEP-R) Gilliam Autism Rating Scale, Vineland Adaptive Behavior Scales, The General Health Questionnaire (GHQ). Independent personnel who had not been involved in delivering the intervention collected the post-intervention data Groups: G1: Early intervention program G2: contrast Provider: Early intervention therapists (speech and language therapists with an interest in ASD) Treatment manual followed: NR Defined protocol followed: yes Measure of treatment fidelity reported: NR Co-interventions held stable during treatment: NR Concomitant therapies, n (%): NR	Inclusion criteria: -confirmed diagnosis of ASD from a specialist clinic that served the geographical area in which the project was located. -not older than four years of age and should not be attending nursery school (attendance at a playgroup was permitted) -not in receipt of Speech and Language Therapy services provided by the Health and Social Care (HSC) Trusts in which the project was located -families had to consent to taking part in both the intervention and its evaluation, and to being interviewed at home by a university researcher Exclusion criteria: -see inclusion criteria Age, mean/ yrs : G1: 2.8 years G2: 3.4 years Mental age, mean/ yrs (SD): NR Gender, n (%): M: 55 (90%) F: 6 (10%). Race/ethnicity, n (%): % minority status: SES: 44 families (73%) owned their own homes with 7 (13%) renting and 4 (7%) living with their parents. Maternal education, n (%): completed third level: 22 (37%) taken GCSEs: 28 (47%) Left school: 7 (12%) Household income: There was a wage-earner in 36 (64%) of families but not in 20 (36.0%).	PEP-R, mean (SD): G1: Imitation: 4.9 ± 4.7 Perception: 7.9 ± 3.3 Fine-motor: 7.07 ± 3.5 Gross-motor: 10.8 ± 3.4 Eye–hand: 4.2 ± 2.7 Cognitive – non-verbal: 5.2 ± 4.6 Cognitive – verbal : 2.8 ± 3.7 Developmental age: mean ± sd G1: 20.1 ± 7.4 Behavior: % children with problems reported to be 'getting better' in each group: Problems with language G1: 2.8 G2: 32.1 Problems with play G1: 2.8 G2: 17.9 Relating to other people G1: 8.3 G2: 21.4 Unusual interest in toys/objects G1: 5.6 G2: 3.7 Difficulty in imitating G1: 2.8 G2: 25 Adaptation to change G1: 5.6 G2: 17.9 Vineland scores, Mean (SD): Vineland – communication G1: 61.5 ± 8.2 G2: 62.6 ± 11.9 Vineland – socialization G1: 63.7 ± 8.8 G2: 64.2 ± 8.5 Vineland – daily living G1: 65.9 ± 8.9 G2: 68.5 ± 14.8 Vineland – motor skills G1: 75.7 ± 16.4 G2: 77.0 ± 16.6 Vineland – adaptive behaviour	PEP-R, mean (SD): G1: Imitation: 8.8 ± 5.0 Perception: 10.4 ± 3.1 Fine-motor: 10.5 ± 3.8 Gross-motor: 15.0 ± 3.5 Eye–hand: 7.0 ± 3.1 Cognitive – non-verbal: 12.2 ± 6.4 Cognitive – verbal: 7.57 ± 5.8 Developmental age: mean ± sd G1: 29.7 ± 11.2 Significant improvement in all subscales at p<0.001 Behavior: % children with problems reported to be 'getting better' in each group; p-values are within-group change comparisons over time: Problems with language G1: 60 (p< .001) G2: 41.7 (NS) Problems with play G1: 54.3 (p<.001) G2: 37.5 (p<.005) Relating to other people G1: 25.7 (p<.005) G2: 29.2 (NS) Unusual interest in toys/objects G1: 22.9 (NS) G2: 16.7 (NS) Difficulty in imitating G1: 22.9 (p<.005) G2: 29.2 (NS) Adaptation to change G1: 45.7 (NS) G2: 25 (NS) Vineland scores, Mean (SD): Vineland – communication G1: 69.5 ± 16.2 G2: 60.7 ± 12.3 Vineland – socialization G1: 75.9 ± 20.6 G2: 69.5 ± 13.1

N at enrollment: G1: 36 G2: 26	Diagnostic approach: In Study	G1: 61.3 ± 8.5 G2: 62.3 ± 9.6	Vineland – daily living G1: 71.2 ± 15.5 G2: 66.1 ± 15.3
N at follow-up: G1: 35 G2: 26	Diagnostic tool/method: diagnosis at a specialist clinic	Mean (SD): GARS – autism quotient G1: 85.4 ± 15.3 G2: 88.6 ± 10.9	Vineland – motor skills G1: 78.1 ± 20.1 G2: 72.9 ± 18.5
	Diagnostic category, n (%) Autism : 61 (100%)	GARS – percentile scores G1: 24.9 ± 25.2 G2: 27.1 ± 18.1	Vineland – adaptive behavior G1: 67.7 ± 11.8 G2: 61.7 ± 11.8
	Other characteristics, n (%) Sensory impairment: 8 (13); Epilepsy 8 (13%) Physical impairment 1 (2%)	Mean (SD): GHQ – overall score G1: 7.2 ± 4.4 G2: 5.7 ± 4.4 GHQ – somatic G1: 2.8 ± 1.4 G2: 1.7 ± 1.7 GHQ – anxiety G1: 2.7 ± 2.1 G2: 2.3 ± 2.2 QRS total score G1: 8.7 ± 7.6 G2: 16.6 ± 6.2	Mean (SD): GARS – autism quotient G1: 89.2 ± 13.2 G2: 99.4 ± 20.4 GARS – percentile scores G1: 29.7 ± 25.2 G2: 48.1 ± 31.4
			Mean (SD): GHQ – overall score G1: 1.6 ± 2.3 G2: 5.3 ± 6.0 GHQ – somatic G1: .5 ± .8 G2: 1.8 ± 2.4 GHQ – anxiety G1: .9 ± 1.8 G2: 2.4 ± 2.4 QRS total score G1: 14.3 ± 6.5 G2: 16.0 ± 7.6
			Harms NR
			Modifiers: NR

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Oosterling et al. 2010 ⁵²	Intervention: 'Parent Focus Training.' Two-year home-based parent training program, focused on stimulating joint attention and language skills. Started with 4 weekly 2-hour group sessions with parents, followed by individual home visits every 6 weeks during first year. Home visits were at three month intervals in second year	Inclusion criteria^a: -age 12-42 months -clinical diagnosis of autism and developmental age at least 12 months -clinical diagnosis of PDD-NOS and developmental age at least 12 months and Developmental Quotient < 80 Exclusion criteria: -substantial other problems in family (severe parental psychopathology, financial/housing problems, marital conflicts) -insufficient parental proficiency in Dutch	DQ, mean ± SD G1: 58.4 ± 16.8 G2: 58.0 ± 16.9 ADOS, mean ± SD SA G1: 15.0 ± 4.6 G2: 14.8 ± 4.9 RRB G1: 2.8 ± 1.7 G2: 2.8 ± 1.9 ADI-R RSI: G1: 16.3 (5.1) G2: 14.7 (4.5) Communication: G1: 11.2 (2.4) G2: 10.3 (2.8) RRSPB: G1: 4.1 (2.1) G2: 3.0 (1.8)	ADOS, change Level of non-echoed language on 6 point scale G1: -1.6 ± 1.1 G2: -1.3 ± 1.2 <i>p</i> < 0.001 Joint attention factor G1: -0.8 ± 2.3 G2: -0.9 ± 0.2 Social affect G1: -2.5 ± 4.0 G2: -2.3 ± 3.7 <i>p</i> < 0.05 Social skills: Communication/ language, mean change ± SD: MacArthur N-CDI Words understood G1: 62.0 ± 75.0 G2: 35.2 ± 66.1 <i>p</i> < 0.01 Words said G1: 75.5 ± 78.8 G2: 56.1 ± 97.2 <i>p</i> < 0.05 Gestures produced G1: 6.7 ± 10.2 G2: 6.3 ± 9.0 <i>p</i> < 0.01 Erikson scales Non-negativity G1: 0.7 ± 2.1 G2: 0.3 ± 1.3 <i>p</i> = ns Non-avoidance G1: 0.7 ± 1.5 G2: 0.5 ± 1.4 <i>p</i> = ns Compliance G1: 0.9 ± 1.5 G2: 0.5 ± 1.5 <i>p</i> = ns
Country: Netherlands				
Intervention setting: Clinic/home				
Enrollment period: Spring/2004-spring/2007				
Funding: Grant from Korczak Foundation and European Union	Assessments: Dutch version of MacArthur Communicative Development Inventory (NCD-I), Child Behavior Checklist 1 ½-5, Symptom Checklist-90, Nijmeegse Ouderlijk Stress Index, Infant Characteristics Questionnaire, Clinical Global Impression-Improvement Scale, Erickson scales, Autism Diagnostic Observation Schedule, Autism Diagnostic Interview-Revised, Mullen Scales of Early Learning, Psycho Educational Profile – Revised,	Age, mean/months ± SD: G1: 35.2 ± 5.5 G2: 33.3 ± 6.4 Mental age, mean/years (range): NR Gender: Male % G1: 75 G2: 80.6 Race/ethnicity, n (%): NR SES: Maternal education, %: Low G1: 41.7 G2: 41.9 Middle G1: 33.3 G2: 35.5 High G1: 25.0 G2: 22.6	MacArthur N-CDI Words understood G1: 177.9 ± 122.5 G2: 181.5 ± 121.4 Words said G1: 106.8 ± 122.2 G2: 101.7 ± 109.7 Gestures produced G1: 29.1 ± 13.7 G2: 30.1 ± 13.6 Erikson scales, mean ± SD Non-negativity G1: 5.9 ± 1.8 G2: 6.2 ± 0.8 Non-avoidance G1: 3.9 ± 1.5 G2: 4.1 ± 1.3 Compliance G1: 3.8 ± 1.6 G2: 4.2 ± 1.3	
Design: RCT	Groups: G1: nonintensive parent training + care as usual G2: care as usual (special nursery with music, speech, play, and motor therapy) Provider: Psychologists or psychotherapists worked as parent-trainers Treatment manual followed: NR Defined protocol followed: Yes Measure of treatment			Harms: NR Modifiers: NR

fidelity reported: Yes	(range): NR
Co-interventions held	Diagnostic approach:
stable during treatment:	Referral based on
Concomitant therapies,	screening positive on the
n (%):	Early Screening of Autistic
Care as usual, mean \pm	Traits Questionnaire
SD	
Day care, average	Diagnostic tool/method:
number of daily periods in	Consensus diagnosis of
child special day care of	two professionals, ADOS,
medical nursery	ADI-R and psychometric
G1: 5.2 \pm 1.7	testing of developmental
G2: 4.2 \pm 2.9	abilities
Speech and language	Diagnostic category, %:
therapy, minutes per	Autism
week	G1: 91.7
G1: 16.7 \pm 22.4	G2: 83.9
G2: 19.1 \pm 22.0	PDD-NOS
	G1: 8.3
Physical therapy, minutes	G2: 16.1
per week	Aspergers - None
G1: 8.3 \pm 18.4	
G2: 6.4 \pm 14.9	Other characteristics, n
	(%):
Other individual therapy,	SCL-90
min/week	Mothers (n = 57)
G1: 24.9 \pm 59.5	G1: 126.7 (31.2)
G2: 22.7 \pm 39.7	G2: 123 (28.0)
Parental counseling,	Fathers (n = 47)
min/week	G1: 113.2 (33.7)
G1: 21.0 \pm 30.9	G2: 112.3 (21.9)
G2: 28.2 \pm 36.2	
N at enrollment:	
G1: 40	
G2: 35	
N at follow-up:	
G1: 36	
G2: 31	

Comments: ^a Authors note that 8 participants who did not meet these criteria were included in the study (G1: 5 G2: 3). They were included based on clinical judgment of room for improvement. 2 of these had no endpoint data.

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Peters-Scheffer et al. 2010 ⁵³	Intervention: Low intensity behavioral treatment (elements of TEACCH) on average 6.5 hrs / week + 5–10 (M= 6.29; SD = 1.31) hrs of one-to-one treatment / week, based on Lovaas + informal use of ABA by teachers	Inclusion criteria: -a diagnosis of Autistic Disorder or PDD-NOS and intellectual disabilities (ID) based on DSM-IV criteria established by licensed and independent psychologist or psychiatrist; level of ID assessed by standard intelligence tests (e.g., Wechsler Preschool and Primary Scale of Intelligence- revised, SON-2.5-7, Bayley Scales of Infant Development)	Developmental age in months G1: 25.92 ± 7.57 G2: 23.32 ± 6.33	Developmental age in months G1: 34.83 ± 10.89 G2: 25.73 ± 8.26
Country: Netherlands			Mental developmental index/IQ G1: 47.00 ± 10.33 G2: 45.73 ± 15.99	Mental developmental index/IQ G1: 55.83 ± 14.94 G2: 43.73 ± 16.74
Intervention setting: Preschool- day care centers	Control group attended preschools in which no one-to-one behavioral treatment was given		VABS-composite in months G1: 20.83 ± 6.69 G2: 19.18 ± 4.14	VABS-composite in months G1: 31.75 ± 10.96 G2: 22.05 ± 7.47
Enrollment period: NR			VABS-communication in months G1: 26.92 ± 12.12 G2: 25.00 ± 10.00	VABS-communication in months G1: 39.42 ± 15.39 G2: 29.95 ± 13.39
Funding: Stichting De Driestroom, Elst (The Netherlands)	Assessments: Wechsler Preschool and Primary Scale of Intelligence- Revised, SON-2.5–7, Bayley Scales of Infant Development, VABS-composite, CBCL, PDD-MRS, BSID-II or SON-2.5-7 administered pre-treatment and after 8 months. VABS, CBCL, and PDD-MRS administered pre- and post-treatment; also at two, four, and six months of treatment.	-chronological age below 7 years -absence of medical conditions (e.g., visual impairment; uncontrolled epilepsy) that could interfere with treatment	VABS-daily living in months G1: 23.83 ± 7.28 G2: 20.14 ± 4.68	VABS-daily living in months G1: 33.25 ± 9.04 G2: 23.23 ± 7.70
Author industry relationship disclosures: NR		Exclusion criteria: -see inclusion	VABS-socialization G1: 20.75 ± 4.54 G2: 24.64 ± 8.18	VABS-socialization G1: 34.08 ± 8.14 G2: 25.14 ± 7.21
Design: Non-RCT pre-post		Age, mean ± SD months (range): G1: 53.50 ± 5.52 (42–62) G2: 52.95 ± 11.14 (38–75)	CBCL-total G1: 60.00 ± 8.37 G2: 66.91 ± 7.70	CBCL-total G1: 58.25 ± 8.02 G2: 63.23 ± 7.98
	Provider: Trainers and teachers of the preschool; treatment supervised by special educator with 5 years of experience in applying ABA in young children	Mental Developmental Index/IQ, mean ± SD (range): G1: 47.00 ± 10.33 (31-64) G2: 45.73 ± 15.99 (21-77)	CBCL-internalizing G1: 60.58 ± 5.58 G2: 67.55 ± 6.27	CBCL-internalizing G1: 59.08 ± 7.74 G2: 64.41 ± 8.45
		Gender: NR	CBCL-externalizing G1: 58.92 ± 10.82 G2: 63.59 ± 7.89	CBCL-externalizing G1: 54.33 ± 8.52 G2: 58.86 ± 6.26
	Treatment manual followed: Yes	Race/ethnicity, n (%): NR	PDD-MRS raw score G1: 11.58 ± 4.42 G2: 12.91 ± 3.79	PDD-MRS raw score G1: 10.25 ± 3.14 G2: 11.27 ± 3.84
	Defined protocol followed: Yes	SES: NR		Harms: NR
	Measure of treatment fidelity reported: Yes	Diagnostic approach: Referral		Modifiers: NR
		Diagnostic tool/method: DSM-IV		
	Groups: G1: Early intervention G2: control	Diagnostic category, n (%): NR		
	Co-interventions held stable during treatment: NR	Other characteristics, n (%): NR		

Frequency of contact during study: baseline, 2, 3,4 months of Treatment and end of 8 months of Treatment

Concomitant therapies, n (%):
Individual physiotherapy, speech therapy, music therapy or play therapy with a maximum of 1hr /week :100%

N at enrollment:
G1: 12
G2: 22

N at follow-up:
G1: 12
G2: 22

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Wong 2010 ⁵⁴ Country: Hong Kong, China Intervention setting: Clinic Enrollment period: Jan – Dec 2007 Funding: NR Design: RCT, cross-over	Intervention: A short 2-week Early intervention with ten 30-min sessions, with a target improving communication and Social interaction. Intervention given between baseline and Time 1 for the intervention group and between Time 1 and Time 2 for the control group. The control Group undertook the Intervention starting from Week 5 and received the same 10-session intervention. By Time 2, both groups had completed the intervention, and they were combined* to give a larger sample size for detecting intervention effects Assessments: ADOS, Ritvo-Freeman Real Life Rating Scale, Symbolic Play Test, and Parenting Stress Index. Done at 3 time points (baseline, time 1, time 2). Groups: G1: Early intervention G2: control Provider: Trainer- autism therapist Treatment manual followed: NR Defined protocol followed: yes Measure of treatment fidelity reported: NR Co-interventions held stable during treatment: None Concomitant therapies,	Inclusion criteria: -consecutive newly diagnosed children with autism -children with autism referred to DKCAC for developmental assessment Exclusion criteria: NR Age, mean \pm SD, mos: G1: 25.33 \pm 6 G2: 27.88 \pm 5.57 Mental age, mean \pm SD mos (SD): G1: 17.85 \pm 4.16 G2: 17.91 \pm 4.49 Gender, n (%): M: 16 (94) F: 1 (6) Male G1: 8 G2: 8 Female G1: 1 G2: 0 Race/ethnicity, n (%): % minority status: NR SES: NR Maternal education NR Household income, mean (range): NR Diagnostic approach: In Study Diagnostic tool/method: DSM-IV, ADI-R, ADOS Diagnostic category, n (%): Autism : 17 (100) Other characteristics: CARS, mean \pm SD, (range) G1: 35.67 \pm 4.64 (29-41.5) G2: 36.88 \pm 4.24 (30-40.5)	Median (Range): ADOS (Communication and language): G1 (n = 9): Total: 11.0 (7.0–13.0) Vocalization: 2.0 (1.0–3.0) Pointing: 3.0 (1.0–3.0) Gestures: 2.0 (0.0–2.0) G2 (n = 8): Total: 10.0 (7.0–14.0) Vocalization: 2.0 (2.0–2.0) Pointing: 3.0 (1.0–3.0) Gestures: 1.0 (0.0–2.0) ADOS (Reciprocal social interaction) : G1: Total: 22.0 (11.0–28.0) Unusual eye contact: 2.0 (2.0–2.0) Integration of gaze and other behaviors during social overtures: 2.0 (1.0–3.0) Requesting: 2.0 (1.0–3.0) G2: Total: 18.5 (13.0–26.0) Unusual eye contact: 2.0 (0.0–2.0) Integration of gaze and other behaviors during social overtures: 1.5 (1.0–3.0) Requesting: 2.0 (1.0–3.0) SPT (Symbolic play) : Standard score G1: 12.0 (12.0–21.9) G2: 13.7 (12.0–28.5)	Median (Range): ADOS (Communication and language) : No significant group difference in communication ($X^2 = 0.95$, $p = 0.331$) G1: Total: 7.0 (4.0–9.0) Vocalization: 1.0 (1.0–2.0) Pointing: 2.0 (1.0–3.0) Gestures: 1.0 (0.0–2.0) G2: Total: 7.50 (6.0–11.0) Vocalization: 1.0 (1.0–3.0) Pointing: 2.0 (0.0–3.0) Gestures: 1.0 (0.0–1.0) ADOS (Reciprocal social interaction) : No between group differences observed ($X^2 = 0.46$, $p = 0.497$) G1: Total: 15.0 (7.0–22.0) Unusual eye contact: 2.0 (0.0–2.0) Integration of gaze and other behaviors during social overtures: 1.0 (0.0–2.0) Requesting: 0.0 (0.0–2.0) G2: Total: 16.0 (10.0–24.0) Unusual eye contact: 2.0 (2.0–2.0) Integration of gaze and other behaviors during social overtures: 1.0 (1.0–2.0) Requesting: 1.0 (0.0–2.0) SPT (Symbolic play) : Standard score G1: 12.7 (12.0–27.1) G2: 13.7 (12.0–28.5) Commonly occurring

n (%) : none	co-morbidities : No co-morbid neurological or psychiatric disorders
N at enrollment :	
G1 : 9	
G2 : 8	
N at follow-up :	Harms : NR
G1 : 9	
G2 : 8	Modifiers : NR

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures*	Outcomes
Author: Aman et al. 2009 ⁵⁵⁻⁵⁷ Country: US Intervention setting: Clinic, home Enrollment period: NR Funding: NIMH Design: RCT	Intervention: Risperidone (0.5 to 3.5 mg/day) or aripiprazole if risperidone was ineffective ((aripiprazole started at 2 mg and adjusted up to 15 mg) or a combination of medication plus parent training. Parents of children in combination group received an average of 11.4 parent training sessions. Assessments: Home Situations Questionnaire (HSQ), Aberrant Behavior Checklist-Irritability (ABC-I), Vineland Adaptive Behavior Scales (VABS), Noncompliance index. Assessed weekly for 8 weeks then every 4 weeks until week 24. Follow-up study at 1 year Groups: G1: risperidone G2: risperidone + parent training Co-interventions held stable during treatment: Yes Frequency of contact during study: ~weekly across groups Concomitant therapies, n (%): NR N at enrollment: G1: 49 G2: 75 N at follow-up (1 year): G1: 36 G2: 51	Inclusion criteria: -age between 4 and 14 years -DSM-IV-TR diagnosis of autistic disorder, Asperger's disorder, or PDD-NOS based on clinical assessment and corroborated by the ADI-R -serious behavioral problems (e.g tantrums, aggression and self-injury) evidenced by score ≥ 18 on ABC-Irritability subscale and CGI-severity score ≥ 4 -IQ ≥ 35 or mental age of 18 months from Stanford-Binet 5, Leiter International Performance Scale or Mullen Scales of Early Learning -anticonvulsant treatment permissible if medication was stable (≥ 4 wks) and subject was seizure free (≥ 18 mos) Exclusion criteria: -significant medical condition by history, exam or lab test -lifetime diagnosis of psychosis, bipolar disorder or current diagnosis of major depression, obsessive-compulsive disorder, substance abuse, or girls with positive Beta HCG pregnancy test Age, mean/ yrs \pm SD: G1: 7.5 ± 2.80 G2: 7.38 ± 2.21 Mental age, mean/ yrs (range): NR Gender: NR Race/ethnicity, n (%): White/non Hispanic G1: 34 (69.4) G2: 59 (78.7) Hispanic G1: 7 (14.3) G2: 4 (5.3) African American G1: 7 (14.3)	HSQ, mean \pm SD: Average severity score G1: 4.16 ± 1.47 G2: 4.31 ± 1.67 "Yes" count G1: 18.9 ± 3.46 G2: 18.6 ± 4.65 ABC, mean \pm SD: Irritability G1: 29.7 ± 6.10 G2: 29.3 ± 6.97 Social withdrawal G1: 17.1 ± 8.37 G2: 15.2 ± 9.01 Stereotypic behavior G1: 10.6 ± 5.46 G2: 7.59 ± 5.20 Hyperactivity/non compliance G1: 36.1 ± 6.86 G2: 35.3 ± 9.30 Inappropriate speech G1: 6.37 ± 4.03 G2: 5.75 ± 3.43 VABS, mean \pm SD: Standard Score Daily living skills G1: 41.14 ± 19.81 G2: 50.79 ± 18.49 Socialization G1: 53.48 ± 14.41 G2: 59.55 ± 15.01 Communication G1: 53.18 ± 19.94 G2: 61.15 ± 20.95 Adaptive Composite G1: 45.84 ± 15.5 G2: 53.15 ± 15.66 Age Equivalent Score Daily living skills G1: 2.85 ± 1.52 G2: 3.63 ± 1.94 Socialization G1: 2.09 ± 1.08 G2: 2.80 ± 1.84 Communication G1: 3.12 ± 2.15 G2: 3.99 ± 2.65 Adaptive Composite G1: 18.91 ± 14.18 G2: 16.59 ± 11.44	24 Week Follow-Up VABS, mean \pm SD: Standard Score Daily living skills G1: 45.34 ± 20.48 G2: 55.65 ± 21.86 Socialization G1: 56.59 ± 17.38 G2: 67.42 ± 18.48 Communication G1: 53.57 ± 20.23 G2: 63.90 ± 22.65 Adaptive Composite G1: 47.84 ± 15.81 G2: 57.87 ± 19.03 Age Equivalent Score Daily living skills G1: 3.49 ± 1.72 G2: 4.36 ± 2.25 Socialization G1: 2.71 ± 1.51 G2: 3.99 ± 2.56 Communication G1: 3.42 ± 2.18 G2: 4.58 ± 2.85 Adaptive Composite G1: 12.88 ± 10.83 G2: 8.41 ± 8.69 One Year Follow-up** HSQ-mean G1: 2.12 ± 1.87 G2: 1.84 ± 1.46 HSQ "yes" G1: 13.67 ± 7.04 G2: 12.69 ± 5.91 ABC, mean \pm SD Irritability G1: 15.25 ± 3.36 G2: 14.10 ± 3.60 Lethargy G1: 7.39 ± 6.83 G2: 4.65 ± 5.21 Stereotypy G1: 5.61 ± 5.31 G2: 4.06 ± 3.67 Hyperactivity G1: 18.94 ± 11.42 G2: 17.37 ± 11.78 Inappropriate speech G1: 3.22 ± 3.36 G2: 3.27 ± 2.77 Predictors, F

<p>G2: 9 (12.1) Asian American G1: 0 G2: 3 (4.0) Native American G1: 1 (2.0) G2: 0</p> <p>SES, mean \pm SD: Income (US \$) <20,000 G1: 12 \pm 25.0 G2: 14 \pm 18.7 20,001-40,000 G1: 14 \pm 29.2 G2: 21 \pm 28.0 40,001-60,000 G1: 10 \pm 20.8 G2: 11 \pm 14.7 60,001-90,000 G1: 7 \pm 14.6 G2: 16 \pm 21.3 >90,000 G1: 5 \pm 10.4 G2: 13 \pm 17.3</p> <p>Maternal education <8th grade G1: 1 \pm 2.0 G2: 4 \pm 5.3 Some high school G1: 4 \pm 8.2 G2: 3 \pm 4.0 High school graduate/GED G1: 15 \pm 30.6 G2: 18 \pm 24.0 Some collage G1: 17 \pm 34.7 G2: 28 \pm 37.3 College graduate G1: 10 \pm 20.4 G2: 12 \pm 16.0 Advanced degree G1: 2 \pm 4.1 G2: 10 \pm 13.3</p> <p>Diagnostic approach: In Study</p> <p>Diagnostic tool/method: DSM-IV-TR diagnosis based on clinical assessment and corroborated by the ADI-R</p> <p>Diagnostic category, n (%) Autism G1: 32 (65.3) G2: 49 (65.3) PDD-NOS G1: 13 (26.5)</p>	<p>HSQ Total Score Income: 0.02 Maternal education: 0.40 Child age: 4.96 IQ: 3.18 ABC-Irritability: 1.13 ABC-Hyperactivity: 0.36 CGI-S: 0.08 CASI-ADHD/Combined: 0.02 CASI-ODD: 0.06 CASI-GAD: 0.77 CASI-Mood disorder: 0.84 CASI-PDD: 0.11 CYBOCS: 0.42 HSQ: 7.23 (p=0.007) PSI-Parental distress: 0.20 PSI-Total stress: 0.78 VABS-daily living: 0.18 VABS-socialization: 0.34 VABS-communication: 0.58 VABS-composite: 0.60</p> <p>ABC-Hyperactivity/Non-compliance Income: 1.02 Maternal education: 0.02 Child age: 3.23 IQ: 3.43 ABC-Irritability: 0.02 ABC-Hyperactivity: 0.31 CGI-S: 0.21 CASI-ADHD/Combined: 0.30 CASI-ODD: 0.00 CASI-GAD: 0.17 CASI-Mood disorder: 0.04 CASI-PDD: 2.47 CYBOCS: 0.38 HSQ: 0.29 PSI-Parental distress: 0.54 PSI-Total stress: 0.84 VABS-daily living: 3.62 VABS-socialization: 1.45 VABS-communication: 5.04 VABS-composite: 4.56</p> <p>Moderators, F HSQ Total Score Income: 0.58 Maternal education: 0.08 Child age: 0.43 IQ: 0.04 ABC-Irritability: 0.08 ABC-Hyperactivity: 0.15 CGI-S: 0.32 CASI-ADHD/Combined: 0.01 CASI-ODD: 3.38 CASI-GAD: 0.43 CASI-Mood disorder: 1.14 CASI-PDD: 0.39 CYBOCS: 1.96 HSQ: 2.27</p>
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G2: 22 (29.3) Aspergers G1: 4 (8.2) G2: 4 (5.3)	PSI-Parental distress: 0.05 PSI-Total stress: 0.11 VABS-daily living: 0.12 VABS-socialization: 0.00 VABS-communication: 0.00 VABS-composite: 0.12
Other characteristics: Educational placement, n (%) : F/T, regular education G1: 10 (20.4) G2: 18 (24.0) F/T, regular education with aide G1: 0 G2: 3 (4.0) Regular education, some special G1: 5 (10.2) G2: 4 (5.3) Special education classroom G1: 8 (10.3) G2: 14 (18.7) Special elementary school G1: 3 (6.1) G2: 2 (2.7) Home school G1: 4 (8.2) G2: 5 (6.7) Special preschool G1: 11 (22.4) G2: 11 (14.7) Regular preschool G1: 6 (12.2) G2: 8 (10.7) No school G1: 2 (24.1) G2: 12 (16.0)	ABC-Hyperactivity/Non-compliance Income: 0.07 Maternal education: 0.67 Child age: 0.65 IQ: 0.96 ABC-Irritability: 0.04 ABC-Hyperactivity: 0.46 CGI-S: 2.13 CASI-ADHD/Combined: 0.73 CASI-ODD: 5.70 CASI-GAD: 0.84 CASI-Mood disorder: 1.92 CASI-PDD: 0.08 CYBOCS: 1.60 HSQ: 1.02 PSI-Parental distress: 0.01 PSI-Total stress: 0.00 VABS-daily living: 0.09 VABS-socialization: 0.09 VABS-communication: 0.22 VABS-composite: 0.04 None of the predictors / moderators were significant at $p < 0.01$

Study Description	Intervention	Inclusion/ Exclusion Criteria/ Population	Baseline Measures	Outcomes
Author: Kouijzer et al., 2009 ^{58, 59}	Intervention: Twice a week for 40 sessions of seven 3-min intervals of EEG neurofeedback separated by 1-min rest intervals	Inclusion criteria: -IQ-score of ≥ 70 -presence of ASD as diagnosed by a child psychiatrist or health care psychologist Exclusion criteria: -children using medication -children with a history of severe brain injury -children with co-morbidity such as ADHD and epilepsy	mean \pm SD: Attentional control Visual selective attention G1: 4.33 ± 2.81 G2: 9.14 ± 14.44 Auditory selective attention G1: 47.87 ± 14.21 G2: 67.79 ± 25.61 Inhibition of verbal responses G1: 68.17 ± 18.87 G2: 65.71 ± 31.53 Inhibition of motor responses G1: 78.50 ± 13.16 G2: 89.84 ± 11.02 Cognitive flexibility -Verbal memory G1: 53.33 ± 3.62 G2: 51.29 ± 2.63 Visual memory G1: 46.00 ± 3.74 G2: 41.00 ± 5.57 Shifting G1: 30.00 ± 15.68 G2: 29.71 ± 10.50 Concept generation G1: 2.55 ± 1.48 G2: 3.50 ± 1.70 Goal setting G1: 55.45 ± 9.07 G2: 55.84 ± 18.17 Speed and efficiency G1: 34.33 ± 7.06 G2: 41.00 ± 15.52 General communication G1: 115.14 ± 10.45 G2: 115.86 ± 9.42 Non-verbal communication G1: $15.86 (2.34)$ G2: $14.86 (2.85)$	mean \pm SD: Attentional control Visual selective attention G1: 4.17 ± 4.26 G2: 7.29 ± 8.90 Auditory selective attention G1: 62.40 ± 14.18 G2: 68.90 ± 27.30 $p = .014$ Inhibition of verbal responses G1: 30.00 ± 12.12 G2: 50.14 ± 26.59 $p = .049$ Inhibition of motor responses G1: 89.93 ± 9.20 G2: 91.47 ± 9.66 Cognitive flexibility Verbal memory G1: 52.17 ± 4.07 G2: 50.57 ± 6.604 Visual memory G1: 45.00 ± 4.34 G2: 40.29 ± 8.321 Shifting G1: 47.00 ± 13.27 G2: 34.00 ± 13.29 $p = .037$ Concept generation G1: $4.96 \pm (.45)$ G2: $3.83 \pm (1.42)$ $p = .046$ Goal setting G1: 75.85 ± 9.17 G2: 57.03 ± 11.89 $p = .021$ Speed and efficiency G1: 41.33 ± 5.13 G2: 43.86 ± 10.96 $p = .542$ No significant differences between post-treatment and 3-month follow-up measurements of children's executive functioning at follow-up General communication: G1: 101.29 ± 12.09 G2: 114.29 ± 16.45 Non-verbal communication G1: 13.71 ± 2.50
Country: Netherlands, France	Assessments: QEEG, executive functions skills, communicative abilities, social interaction and behaviors	Age, mean/yrs \pm SD (range): G1: 9.63 ± 1.53 (8-12) G2: 10.64 ± 1.41 (9-12) $p = 0.220$		
Intervention setting: Private practice	Groups: G1: neurofeedback G2: control	Mental age,: Total IQ, mean \pm SD (range) G1: 92.50 ± 16.05 (73-111) G2: 93.83 ± 13.67 (82-199) $p = 0.891$		
Enrollment period: NR	Provider: Psychotherapist	Mean verbal IQ: G1: 97.80 ± 18.38 (77-119) G2: 95.40 ± 18.15 (78-125) $p = 0.841$		
Funding: NR	Treatment manual followed: NR	Mean performat IQ: G1: 99.60 ± 25.77 (73-134) G2: 93.40 ± 9.71 (81-108) $p = 0.628$		
Design: Non-RCT	Defined protocol followed: Yes	Gender: M: 12 (86%) F: 2 (14%)		
	Measure of treatment fidelity reported: NR	Race/ethnicity, n (%): NR		
	Co-interventions held stable during treatment: NR	SES: NR		
	Concomitant therapies, n (%): NR	Maternal education, : NR		
	N at enrollment: G1: 7 G2: 7	Household income, mean (range): NR		
	N at follow-up: G1: 7 G2: 7	Diagnostic approach: In Study		
		Diagnostic tool/method: DSM-IV confirmed by clinical psychologist and by		

results on the CCC questionnaire	G2: 15.57 ± 2.76 p = .037
Diagnostic category, n (%) PDD-NOS: 14 (100%)	No group difference in any of the other subscales
Other characteristics, n (%) : NR	<p>Auti-R: Social interaction G1:36.50 ± 3.51 G2:30.71 ± 0.92 p = .001</p> <p>Communication G1:29.00 ± 1.79 G2: 24.14 ± 0.64 p = .000</p> <p>Typical behavior G1: 48.33 ± 3.44 G2: 44.14 ± 1.06 p = .018</p> <p>Total G1:113.83 ± 7.17 G2: 99.00 ± 1.95</p> <p>12 months: Only data for G1 reported continuation of improvement of selective attention after 12 months p < .010</p> <p>Non-significant improvement was found for inhibition of verbal responses, verbal memory, concept generation, and speed and efficiency.</p> <p>No significant decrease of performance was found between post-assessment and follow-up data on any aspect of executive functioning</p> <p>Significant improvement maintained for general communication</p> <p>Harms: NR</p> <p>Modifiers: NR</p>

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List of Abbreviations in Evidence Tables

ABA	Applied Behavioral Analysis
ABC	Aberrant Behavior Checklist
ABC-I	Aberrant Behavior Checklist - Irritability
ACS	Autism Characteristics and Severity
ADHD	Attention Deficit Hyperactivity Disorder
ADI-R	Autism Diagnostic Interview - Revised
ADIS	Anxiety Disorders Interview Schedule
ADIS-P	Anxiety Disorders Interview Schedule – Parent Rated
ADIS-C/P	Anxiety Disorders Interview Schedule – Child and Parent Rated Versions
ADL	Activities of daily living
ADOS	Autism Diagnostic Observation Schedule
ADOS-G	Autism Diagnostic Observation Schedule - Generic
AEPS	Assessment, Evaluation, and Programming System
ALQ	Achieved Learning Questionnaire
ANCOVA	Analysis of Covariance
ASD	Autism Spectrum Disorder
ASSQ	Autism Spectrum Screening Questionnaire (High-Functioning)
BAS-II	British Abilities Scale
BASC-2	Behavior Assessment System for Children
BASC-2-PRS	Behavior Assessment System for Children – Parent Rating Scale
BSID	Bayley Scales of Infant Development
CARS	Childhood Autism Rating Scale
CASL	Comprehensive Assessment of Spoken Language
CASI	Child and Adolescent Symptom Inventory
CASP	Child and Adolescent Social Perception Measure
CAST	Childhood Asperger Syndrome Test
CBCL	Child Behavioral Checklist
CBS-DP	Communication and Symbolic Behavior Scales – Developmental Profile
CBT	Cognitive Behavioral Therapy
CCC	Children's Communication Checklist
CDI	Communication developmental Inventories
CGI	Clinical Global Impression
CHAT	Checklist for Autism
CIS-P	Columbia Impairment Scale-Parent Rated
CSBS-DP	Communication and Symbolic Behavior Scales – Developmental Profile
CSBQ	Children's Social Behavior Questionnaire
CSHQ	Children's Sleep Habits Questionnaire
CSR	Clinician Severity Rating
CTM	Comparison Comprehensive Treatment Model
CYBOCS	Children's Yale-Brown Obsessive-Compulsive Scale
DANVA	Diagnostic Analysis of Non-Verbal Accuracy
DAS	Differential Abilities Scale
DBC	Developmental Behavior Checklist
DIR	Developmental, Individual Differences, Relationship-based
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition
EEG	Electroencephalogram
EIBI	Early and Intensive Behavioral Intervention
EL	Expressive Language
ELC	Early Learning Composite
ESAT	Early Screening for Autistic Traits
ESCS	Early Social Communications Scale
ESDM	Early Start Denver Model
EVT	Expressive Vocabulary Test
FAF	Facing Your Fears
FEAS	Functional Emotional Assessment Scale

FEDQ	Functional Emotional Development Questionnaire
FPI	Focused Playtime Intervention
FSIQ	Full Scale Intelligence Quotient
GAD	Generalized Anxiety Disorder
GARS	Gilliam Autism Rating Scale
GCSE	General Certificate of Secondary Education
GHQ	General Health Questionnaire
GMDS-ER	Griffiths Mental Development Scale – Extended Revised
HFASD	High-Functioning Autism Spectrum Disorder
HSQ	Home Situations Questionnaire
IBI	Intensive Behavioral Intervention
ICD-10	International Statistical Classification of Diseases
ICQ	Infant Characteristics Questionnaire
ID	Intellectual Disabilities
IJA	Initiating Joint Attention
IS	Interpersonal Synchrony
ITT	Intention to Treat
IQ	Intelligence Quotient
JA	Joint Attention
JASP/ER	Joint Attention and Symbolic Play/Engagement and Regulation Intervention
JE	Joint Engagement
LEAP	Learning Experiences and Alternative Program for Preschoolers
LEAS-C	The Levels of Emotional Awareness Scale for Children
MASC-P	Multidimensional Anxiety Scale for Children- Parent Rated
MCDI	MacArthur-Bates Communicative Development Inventory
MSEL	Mullen Scales of Early Learning
MTW	More Than Words
NR	Not Reported
NEPSY-II	A Developmental Neuropsychological Assessment
NS	Not Statistically Significant
NCD-I	MacArthur Communicative Development Inventory (Dutch Version)
OCD	Obsessive-Compulsive Disorder
ODD	Oppositional Defiant Disorder
PARS	Pediatric Anxiety Rating Scale
PCFP	Parent child free play
PCIQ	Parent-Child Interaction Questionnaire
PDD-BI	Pervasive Development Disorder - Behavior Inventory
PDD-MRS	Pervasive Development Disorder in Mentally Retarded Persons
PDD-NOS	Pervasive Developmental Disorder- Not Otherwise Specified
PECS	Picture Exchange Communication System
PEP-R	Psycho-Educational Profile – Revised
P-ESDM	Parent Delivery – Early Start Denver Model
PIA-CV	Parent Interview for Autism – Clinical Version
PIQ	Performance Intelligence Quotient
PLS-4	Preschool Language Scale
PPVT-4	Peabody Picture Vocabulary Test
PSI	Parental Stress Index
PSOC	Parenting Sense of Competence
RCMAS	Revised Children’s Manifest Anxiety Scale
RCT	Randomized, Controlled Trials
RDLS	Reynell Developmental Language Scale
RSI-T	Reciprocal Social Interaction – Teacher Rated
SACA	Service Assessment for Children and Adolescents—Service Use Scale
SAD	Separation Anxiety Disorder
SCARED	Screen for Childhood Anxiety Related Emotional Disorders
SCAS	Spence Children’s Interview Scale
SCAS-C	Spence Child Anxiety Scale – Child Rated
SCAS-P	Spence Children’s Interview Scale – Parent Rate (?)

SCL-90-R	Symptoms Checklist – 90 – Revised
SCQ	Social Communication Questionnaire
SD	Standard Deviation
SDARI	Sociodramatic Affective Relational Intervention
SE	Standard error
SEI	Socially Engage Imitation
SES	Socioeconomic Status
SIB-R	Scales of Independent Behavior – Revised
SIOS	Social Interaction Observation System
SKA	Skillstreaming Knowledge Assessment
SOL	Sleep Onset Latency
SON-2.5-7	Snijders-Oomen Non-verbal Intelligence Test
SPA	Shared Positive Affect
SR	Social Recreational
SRB-P	Sensory and Repetitive Behaviors – Parent Rated
SRB-T	Sensory and Repetitive Behaviors – Teacher Rated
SRS	Social Responsiveness Scale
S.S. GRIN-HFA	Social Skills Group Intervention – High Functioning Autism
SSRI	Selective Serotonin Reuptake Inhibitor
SSRS-P	Social Skills Rating System – Parent Rated
SSRS-T	Social Skills Rating System – Teacher Rated
STAT	Screening Tool for Autism
TOM	Theory of Mind
TPSS	Teacher Perceptions of Social Skills
VABS	Vineland Adaptive Behavior Scales
VIQ	Verbal Intelligence Quotient
VR	Visual reception
WASI	Wechsler Abbreviated Scale of Intelligence
WASO	Wake After Sleep Onset
WISC-IV	Wechsler Intelligence Scale IV
WPPSI	Wechsler Preschool and Primary Scale of Intelligence

Appendix D. Quality of the Literature

Table D-1. Quality of the literature

First Author Year	Group Design	Random Assignment	Appropriate Comparison Group	Correct Randomization	Systematic Diagnostic Approach	Clear Sample Characterization	Clear Inclusion/ Exclusion Criteria	Attrition Reported	Drop out Characteristics Evaluated	Intervention Fully Described	Treatment Fidelity Monitored	Concomitant Interventions Held Steady/ Reported	Outcome Measures Reliable and Valid	Primary Outcomes Specified <i>a priori</i>	Outcome Data Collected From Appropriate Sources	Outcomes Coded Blindly	Appropriate Statistical Analysis	Rating
Boyd 2013 ¹	+	-	+	NA	+	+	+	+	NA	+	+	-	+	+	+	-	-	F
Goods 2013 ²	+	+	+	+	+	+	+	+	NA	+	+	NA	+	+	+	+	+	G
McNally-Keehn 2013 ³	+	+	+	+	+	+	+	+	NA	+	+	+	+	+	+	-	+	G
Storch 2013 ⁴	+	+	+	NR	+	+	+	+	NA	+	+	+	+	+	+	+	-	G
Adkins 2012 ⁵	+	+	+	NR	+	+	+	+	NA	+	-	+	+	+	+	-	+	F
Cortesi 2010 ⁶	+	+	+	+	+	+	+	+	NA	+	-	+	+	+	+	-	-	F
Eikeseth 2012 ⁷	+	-	+	NA	-	+	-	+	-	+	-	+	+	+	+	-	-	F
Eldevik 2012 ⁸	+	-	+	NA	-	+	+	+	NA	+	-	-	+	-	+	-	+	F
Flanagan 2012 ^{9,13}	+	-	+	NA	+	+	+	NA	-	+	-	-	+	+	+	-	+	F
Kaale 2012 ¹⁴	+	+	+	+	+	+	+	+	NA	+	+	+	+	+	+	+	+	F

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Kasari 2012 ¹⁵	+	+	+	+	+	+	+	+	NA	+	-	-	+	+	+	-	+	F
Lawton 2012 ¹⁶	+	+	+	+	+	+	+	+	NA	+	+	+	+	+	+	+	-	F
Lerner 2012 ¹⁷	+	+	+	NR	-	+	-	+	NA	+	+	-	+	+	+	+	+	F
Reaven 2012 ¹⁸	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	G
Rogers 2012 ¹⁹	+	+	+	+	+	+	+	-	-	+	+	+	+	+	+	-	-	F
Strauss 2012 ^{20, 21}	+	-	+	NA	+	+	+	+	NA	+	+	-	+	+	+	-	+	G
Thomeer 2012 ²²	+	+	+	NR	-	+	+	+	NA	+	+	+	+	+	+	-	+	F
Venker 2012 ²³	+	+	+	NR	+	+	-	-	-	+	+	-	+	+	+	-	+	F
Williams 2012 ²⁴	+	+	+	+	+	+	+	+	NA	+	+	-	+	+	+	+	+	G
Young 2012 ²⁵	+	+	+	NR	+	+	+	+	NA	+	+	-	+	+	+	-	+	F
Begeer 2011 ²⁶	+	+	+	+	+	+	+	+	NA	+	+	-	+	+	+	-	+	F
Carter 2011 ²⁷	+	+	+	+	+	+	+	+	-	+	+	-	+	+	+	+	+	F

First Author Year	Group Design	Random Assignment	Appropriate Comparison Group	Correct Randomization	Systematic Diagnostic Approach	Clear Sample Characterization	Clear Inclusion/ Exclusion Criteria	Attrition Reported	Drop out Characteristics Evaluated	Intervention Fully Described	Treatment Fidelity Monitored	Concomitant Interventions Held Steady/ Reported	Outcome Measures Reliable and Valid	Primary Outcomes Specified <i>a priori</i>	Outcome Data Collected From Appropriate Sources	Outcomes Coded Blindly	Appropriate Statistical Analysis	Rating
Castorina 2011 ²⁸	+	-	+	NA	-	+	+	+	NA	+	+	-	+	+	+	-	+	F
DeRosier 2011 ²⁹	+	+	+	NR	-	+	+	+	+	+	+	-	+	+	+	-	+	F
Landa 2011 ^{30, 31}	+	+	+	NR	+	+	+	+	NA	+	+	+	+	+	+	+	+	G
Murdock 2011 ³²	+	-	+	NA	-	+	+	+	NA	+	-	-	+	+	+	-	-	P
Pajareya 2011 ³³	+	+	+	+	+	+	+	+	NA	+	-	+	+	+	+	-	+	F
Roberts 2011 ³⁴	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	G
Scarpa 2011 ³⁵	+	+	+	NR	+	+	+	+	NA	+	-	-	-	+	+	-	+	F
Strain 2011 ³⁶	+	+	+	NR	-	+	+	+	NA	+	+	-	+	+	+	-	+	F
Sung 2011 ³⁷	+	+	+	-	+	+	+	+	-	+	+	+	+	+	+	-	-	G
Wood 2011 ³⁸⁻⁴⁰	+	+	+	+	+	+	+	+	-	+	+	-	+	+	+	+	+	G
Ingersoll 2010 ^{41, 42}	+	+	+	-	+	+	+	+	NA	+	+	-	+	+	+	+	+	G
Itzchak 2010 ^{43, 44}	+	-	+	NA	+	+	+	-	-	+	-	-	+	+	+	-	-	F
Kasari	+	+	+	+	+	+	+	+	NA	+	+	+	+	+	+	+	+	G

First Author Year	Group Design	Random Assignment	Appropriate Comparison Group	Correct Randomization	Systematic Diagnostic Approach	Clear Sample Characterization	Clear Inclusion/ Exclusion Criteria	Attrition Reported	Drop out Characteristics Evaluated	Intervention Fully Described	Treatment Fidelity Monitored	Concomitant Interventions Held Steady/ Reported	Outcome Measures Reliable and Valid	Primary Outcomes Specified <i>a priori</i>	Outcome Data Collected From Appropriate Sources	Outcomes Coded Blindly	Appropriate Statistical Analysis	Rating
2010⁴⁵																		
Keen 2010 ⁴⁶	+	-	+	NA	+	+	-	+	NA	+	+	-	+	+	+	-	+	G
Koenig 2010 ⁴⁷	+	+	+	+	+	+	+	+	NA	+	+	+	+	+	+	+	-	G
Kouijzer 2010 ⁴⁸	+	+	+	NR	+	+	+	+	NA	+	NA	-	+	+	+	-	-	F
Lopata 2010 ⁴⁹	+	+	+	+	-	+	+	+	NA	+	+	+	+	+	+	-	+	F
McConkey 2010 ⁵⁰	+	-	-	NA	-	+	+	+	-	+	-	-	+	-	+	-	+	P
Oosterling 2010 ⁵¹	+	+	+	-	+	+	+	+	-	+	+	-	+	+	+	-	-	F
Peters-Sheffer 2010 ⁵²	+	-	+	NA	+	+	+	+	NA	+	-	+	+	+	+	-	+	F
Reed 2010 ⁵³	+	-	+	NA	+	+	+	-	-	+	-	-	+	+	+	+	-	F
Siller 2010 ⁵⁴	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	F
Wong 2010 ⁵⁵	+	+	+	NR	+	+	+	+	NA	-	-	-	+	+	+	+	-	P
Dawson 2009 ^{56, 57}	+	+	+	+	+	+	+	+	-	+	+	+	+	+	-	-	-	G
Kouizjer	+	-	+	NA	-	+	+	NA	NA	+	-	-	+	-	+	-	-	P

First Author Year	Group Design	Random Assignment	Appropriate Comparison Group	Correct Randomization	Systematic Diagnostic Approach	Clear Sample Characterization	Clear Inclusion/ Exclusion Criteria	Attrition Reported	Drop out Characteristics Evaluated	Intervention Fully Described	Treatment Fidelity Monitored	Concomitant Interventions Held Steady/ Reported	Outcome Measures Reliable and Valid	Primary Outcomes Specified <i>a priori</i>	Outcome Data Collected From Appropriate Sources	Outcomes Coded Blindly	Appropriate Statistical Analysis	Rating
2009^{58, 59}																		
RUPP 2009⁶⁰⁻⁶³	+	+	+	-	+	+	+	+	-	+	+	+	+	+	+	-	+	F
Remington 2007^{64, 65}	+	-	+	NA	+	+	+	+	-	-	-	+	+	+	+	-	-	P
Kasari 2006⁶⁶⁻⁶⁹	+	+	+	NR	+	+	+	+	-	+	+	-	+	+	+	+	+	F
Aldred 2004^{70, 71}	+	+	+	+	+	+	+	+	NA	+	-	-	+	+	+	+	+	G

F=fair; G=good; NA=not applicable; P=poor

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Quality/Risk of Bias Assessment Approach

Study Design

1. Did the study employ a group design?

Group designs may include randomized controlled trials, prospective or retrospective cohorts, case-control studies

+ = yes

- = no

2. Were the groups randomly assigned?

+ = yes

- = no

3. Was there an appropriate comparison group?

The comparison group should accurately represent the characteristics of the intervention group in the absence of the intervention. Specifically, factors that are likely to be associated with the intervention selected and with outcomes observed should be evenly distributed between groups, if possible. These factors may include, for example, age, IQ, severity, etc.

+ = yes

- = no or not reported (NR)

4. If an RCT, was randomization done correctly?

+ = yes

- = no

NR

NA for all non-RCTs

Considerations:

Was the approach to randomization described? Were random techniques like computer-generated, sequentially numbered opaque envelope used?

Were technically non-random techniques, like alternate days of the week used?

Any studies with randomization techniques not reported (NR) will also be reviewed by the team.

Participant Ascertainment/Inclusion

1. Was a valid diagnostic approach for ASD used within the study, or were referred participants diagnosed using a valid approach?

A. clinical DSM-IV-based diagnosis + ADI-R and/or ADOS

B. [clinical DSM-IV-based diagnosis + other] OR [ADOS + other, such as SRS, CARS, SCQ, CAST, ASSQ, OR STAT, MCHAT for under 30 months]

C. Only clinical DSM-IV-based diagnosis OR Only ADOS

D. Neither clinical DSM-IV-based diagnosis NOR ADOS

2. Was the sample clearly characterized (e.g., information provided to characterize participants in terms of impairments associated with their ASD, such as cognitive or developmental level)?

+ = yes

- = no or not reported (NR)

Considerations:

Are baseline measures of IQ, mental age, language facility, etc. reported?

How reproducible is the study in terms of the sample participants? Do the authors provide enough information that you could recreate the study population in a new study?

3. Were inclusion and exclusion criteria clearly stated?

+ = yes

- = no or not reported (NR)

Considerations:

Did the authors report this information?

4. Do the authors report attrition?

+ = yes

- = no

Considerations:

Do they report loss to follow-up and/or drop-out?

If there is no attrition (i.e., baseline and follow up Ns are the same), score as YES

5. Were characteristics of drop-out group evaluated for differences with the participant group as a whole?

+ = yes

- = no or not reported (NR)

NA or attrition was minimal

Considerations:

Were reasons for dropping out evaluated?

Does the paper describe a comparison between drop-outs and the whole group?

Score as NA if attrition was minimal.

Intervention

1. Was the intervention fully described?

+ = yes

- = no or not reported (NR)

Considerations:

Is there sufficient detail to allow replication of the intervention?

Does the study describe the dosage, formulation, timing, duration, intensity, etc. of the intervention?

Do the authors refer to a treatment manual (score as YES if so, even if manual is unpublished)?

2. For behavioral studies, was treatment fidelity monitored in a systematic way?

+ = yes

- = no or not reported (NR)

NA

Considerations:

Was a method in place to assess whether people providing the intervention were adherent to a manual/process? We're not assessing the quality of the fidelity, just whether it was performed.

3. Did the authors measure and report adherence to the intended treatment process?

+ = yes

- = no or not reported (NR)

Considerations:

Does the study report number of hours of treatment or treatment sessions or time period receiving therapy (planned vs. actually received)? Do they provide pill count data or parental medication diary, etc. for pharmacologic interventions?

4. Did the authors report differences in or hold steady all concomitant interventions?

+ = yes

- = no or not reported (NR)

Considerations:

Was an attempt made to assess/determine if other interventions were ongoing?

Outcome Measurement

1. Did outcome measures demonstrate adequate reliability and validity (including interobserver reliability for behavior observation coding)?

+ = yes

- = no or not reported (NR)

Considerations:

If the study used an established measure, has validity been established previously and do the authors provide a reference?
If the study used a new measure, was validity established?
For interobserver coding, was reliability and /or validity tested?

2. Were the primary & secondary outcomes clearly specified a priori?

+ = yes

- = no or not reported (NR)

Considerations:

Was there a “called shot?”

3. Were outcome data collected from sources appropriate to the target outcome (e.g. parent report, teacher report, direct behavior observation)?

+ = yes

- = no or not reported (NR)

Considerations:

Ex: Parent report for home-focused outcomes, teacher report for academic/school-focused, etc.

4. Were outcomes coded by individuals blinded to the intervention status of the participants?

+ = yes

- = no or not reported (NR)

Analysis

1. Was an appropriate statistical analysis used?

+ = yes

- = no

- 1a. For RCT's, was there an intent-to treat analysis?

+ = yes

- = no

NA

Considerations:

Does the study report ITT analyses or last observation carried forward or note that all subjects were included in the final analyses?

If ≤2 participants were lost to follow-up, consider the analysis as ITT.

- 1b. For negative studies, was a power calculation provided?

+ = yes

- = no

NA

1c. Did the study correct for multiple testing?

+ = yes

- = no

NA

1d. For observational studies, were potential confounders and effect measure modifiers captured?

+ = yes

- = no

NA

Considerations:

Were the groups well categorized at baseline? Were baseline differences assessed?

1e. For observational studies, were potential confounders and effect measure modifiers handled appropriately?

+ = appropriate analysis

- = inappropriate analysis

NA

Considerations:

Confounders are variables that are associated both with the intervention and the outcome and that change the relationship of the intervention to the outcome. These are variables that we would control for in analysis.

Effect measure modifiers are variables that we think of as stratifying, in that the relationship between the intervention and outcome is fundamentally different in different strata of the effect modifier. Observational research should include an assessment of potential confounders and modifiers, and if they are observed, analysis should control for or stratify on them.

Was the candidate variable selection discussed/noted?

Was the model-building approach described?

Were any variables unrelated to the studied variables that could have altered the outcome handled appropriately?

Were any variables not under study that affected the causal factors handled appropriately?

Appendix E. Excluded Studies

Exclusion reasons

- X-1 Participants not in target age range
- X-2 Not original research
- X-3 Study size (N<10)
- X-4 Does not address key questions
- X-5 Does not address behavioral intervention for children with ASD 0-12 years of age
- X-6 Article not obtainable

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2. Yazawa M, Dolmetsch RE. Modeling Timothy syndrome with iPS cells. *J Cardiovasc Transl Res*. 2013 Feb;6(1):1-9. PMID:23299782 X-5
3. Yanardag M, Akmanoglu N, Yilmaz I. The effectiveness of video prompting on teaching aquatic play skills for children with autism. *Disabil Rehabil*. 2013 Jan;35(1):47-56. PMID:22624856 X-3
4. Yakubova G, Taber-Doughty T. Brief Report: Learning via the Electronic Interactive Whiteboard for Two Students with Autism and a Student with Moderate Intellectual Disability. *J Autism Dev Disord*. 2013 June 2013;43(6):1465-72. X-3
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16. Voos AC, Pelphrey KA, Tirrell J, et al. Neural mechanisms of improvements in social motivation after pivotal response treatment: Two case studies. *J Autism Dev Disord*. 2013;43(1):1-10. X-3
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Appendix F. Characteristics and Outcomes of Studies of Early Intensive Behavioral and Developmental Interventions

Table F-1. Characteristics and outcomes of early intensive behavioral and developmental intervention studies

Author, Year, Country Groups, N Enrollment/N Final Study Quality	Age, Mean Months \pm SD IQ, Mean \pm SD	Intervention Provider Intervention Setting	Intervention Manualized?	Intervention Intensity, Duration, And Focus	Key Outcomes
ABA-Based Approaches					
Peters-Scheffer et al.2010 ¹ Netherlands G1: Specialized preschool + UCLA/Lovaas-based intervention, 12/12 G2: Specialized preschool, 22/22 Quality: Fair	G1: 53.5 \pm 5.52 G2: 52.95 \pm 11.14 G1: 47.00 \pm 10.33 G2: 45.73 \pm 15.99	G1: Psychologist, special educator, preschool teachers and parents with workshop training in ABA techniques G2: Psychologist, special educator, preschool teachers G1+ G2: Preschool for children with intellectual disabilities	G1: Yes G2: NR	G1: Mean 28.38 hours intervention/week for 8 months using elements of TEACCH, incidental and structured teaching, individualized speech, occupational, music therapy plus mean 6.29 hours/week 1:1 Lovaas-based intervention focused on developmental age and adaptive skills G2: Mean 23.38 hours intervention/week using elements of TEACCH, incidental and structured teaching, individualized speech, occupational, music therapy	<ul style="list-style-type: none"> Both groups improved over time on cognitive and adaptive measures; G1 improved significantly compared with G2 on IQ/developmental age and Vineland composite, communication, daily living, and socialization domains (all $p \leq .02$) G2 had greater emotional and behavioral problem scores at baseline vs. G1 ($p < .05$), changes in scores not significant for either group over time Decreases in symptom severity not significant between groups

Author, Year, Country Groups, N Enrollment/N Final Study Quality	Age, Mean Months \pm SD IQ, Mean \pm SD	Intervention Provider Intervention Setting	Intervention Manualized?	Intervention Intensity, Duration, And Focus	Key Outcomes
Strain et al. 2011 ² US G1: LEAP program with coaching and training, 28 classrooms (27 analyzed)/177 children G2: LEAP intervention manuals only, 28 classrooms (23 analyzed)/117 children Quality: Fair	G1: 50.1 \pm 4.6 G2: 50.7 \pm 4.2 G1: 59.6 \pm 6.9 G2: 63.2 \pm 6.6	G1+G2: Preschool teachers G1+G2: Preschool	G1+G2: Yes	G1: 2 years intervention, mean 17 hours/week (teachers received 23 full days coaching/training), peer mediated social skills, incidental teaching, pivotal response training, PECS, positive behavior support G2: 2 years intervention, mean 17 hours/week, intervention as above, no specific training for teachers beyond provision of LEAP manual	<ul style="list-style-type: none"> Significant gains on CARS, language, cognitive, and social skills measures for G1 vs. G2 ($p < .05$) G1 improved by 18.5 points compared with 9.4 for G2 on the Preschool Language Scale (effect size difference=0.92, $p < .01$) G1 improved by 28.6 points compared with 12 for G2 on social skills rating (effect size difference=1.22, $p < .01$) Greater intervention fidelity associated with better outcomes on all measures
Boyd et al. 2013 ³ US G1: TEACCH preschools, 85/81 G2: LEAP preschools, 54/48 G3: Non-model specific preschools, 59/56 Quality: Fair	G1: 48 \pm 6.84 G2: 47.52 \pm 8.4 G3: 48.84 \pm 7.68 NR	G1: Teachers in high fidelity TEACCH programs G2: Teachers in high fidelity LEAP programs G3: Teachers in inclusive or special education preschools G1+G2+G3: Preschools	G1: Yes G2: Yes G3: No	G1: Half or full school day for 6 months of cognitive social learning based intervention that uses visual schedules and other modifications to the environment to promote learning and engagement G2: Half day for 6 months of interventions blending ABA and early childhood	<ul style="list-style-type: none"> Groups differed at baseline on autism characteristics and severity ($p = .0013$), communication ($p < .001$), parent-rated reciprocal social interaction ($p = .0241$) and fine motor ($p = .0066$) composite scores All groups showed significant change over time on the autism characteristics and severity, fine motor, and communication composites (p values $\leq .05$); G1 and G2 improved on teacher-rated reciprocal social interaction ($p \leq .05$). G1 improved on parent-rated reciprocal social interaction ($p < .05$) No significant differences among groups on any measure at followup Children with higher Mullen scores made fewer gains in G1; children with high Preschool Language Scale scores at

Author, Year, Country Groups, N Enrollment/N Final Study Quality	Age, Mean Months \pm SD IQ, Mean \pm SD	Intervention Provider Intervention Setting	Intervention Manualized?	Intervention Intensity, Duration, And Focus	Key Outcomes
				education techniques and peer mediation and focused on reducing ASD characteristics to promote learning G3: Half or full day for 6 months, inclusive or special education preschool	baseline had higher communication and autism characteristics and severity composite scores in G1 <ul style="list-style-type: none"> Females in G2 had smaller communication gains, although few females in study overall (n=33)
Eldevik et al. 2012 ⁴ Norway G1: Preschool-based EIBI, 31/31 G2: Usual care preschool, 12/12 Quality: Fair	G1: 42.2 \pm 9.0 G2: 46.2 \pm 12.4 G1: 51.6 \pm 16.9 G2: 51.7 \pm 18.1	G1: Board certified behavior analyst and psychologist, bachelor's trained therapists with ABA-training G2: Special education teacher, trained therapists G1+G2: Preschool	G1: Yes G2: NR	G1: Mean 13.6 hours/week over 24 months, ABA-based EIBI intervention using discrete trial training, operant conditioning to promote communication, gross and fine motor skills, play and social skills, adaptive behavior G2: Mean 5+ hours/week over 24 months, intervention including elements of alternative communication, ABA-based approaches, sensory motor skills, TEACCH, adaptive and	<ul style="list-style-type: none"> Greater gains in cognitive outcomes ($p=.004$) and overall adaptive behavior ($p=.036$), Vineland communication ($p=.034$) and socialization ($p=.008$) for G1 vs. G2; no significant differences in Vineland daily living skills between groups Effect size for change in IQ=1.03 (95% CI: .34 to 1.72) and for change in overall adaptive behavior=.73 (95% CI: .05 to 1.36) Baseline age and PDD-NOS or Asperger diagnosis correlated with larger gains in overall adaptive behavior, communication, and daily living skills; baseline IQ positively correlated with Vineland socialization gains

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				communication skills	
Eikeseth et al. 2012 ⁵ Norway/Sweden G1: EIBI, 35/13-15 depending on outcome G2: Standard care, 24 / NR Quality: Fair	G1: 3.9 \pm 0.9 years G2: 4.4 \pm 1.2 years Vineland age equivalent: G1: 1.9 \pm 0.9 G2: 2.1 \pm 0.8	G1: Therapist, parents, Supervisor from Banyan Center, school staff G2: Special education teacher, teacher assistant G1+G2: Mainstream public preschools or kindergartens, and home	G1: Yes G2: NR	G1: One year of 15 to 37 hours-per- week, with an estimated mean of 23 hours \pm 5.3 comprehensive intervention focused on adaptive behavior, ASD severity G2: individual special education program	<ul style="list-style-type: none"> G1 scored significantly higher on all Vineland scales as compared to G2 ($p < 0.05$) with an effect size of Total (composite)=0.92, Communication=1.08, ADL=0.71, Socialization=0.75, Motor=0.70, and Learning rate=0.97 G1: CARS scores continued to decrease significantly during the second year of treatment (from 31.8 (SD=8.5) to 27.2 (SD=6.2), $p < 0.05$), effect size of 0.59 Children receiving G1 scored significantly higher on standard scores of adaptive behavior Significant improvements were found in maladaptive behaviors and excess and deficit behaviors as compared to G2 Largest gains were observed during the first year. Effect size on all measures at year one were moderate to large
Flanagan et al. 2012 ⁶⁻⁹ Canada G1: Intensive behavioral intervention, 61/61 G2: Wait list control (matched by age), 61/61 Quality: Fair	G1: 42.93 \pm 11.53 G2: 42.79 \pm 10.51 NR	G1: Trained instructor therapists, masters-degreed or certified behavior analyst supervisors, psychologists G2: Community- based interventionists G1: Specialized centers, preschools, home G2: Community- based with	G1: No G2: NR	G1: Mean 25.81 \pm 3.44 hours intervention/week for varied time period depending on age at enrollment, ABA- based, center- and home-based, publicly funded intervention incorporating discrete trial training and naturalistic approaches and curricula focusing	<ul style="list-style-type: none"> In 2008 retrospective case series (Perry 2008) reporting on ~30% of G1 participants ASD severity (CARS), cognitive level, adaptive behavior, and rate of development improved significantly (all $p < .001$); outcomes varied across children: approximately 25% showed substantial improvements, 30% showed clinically significant improvement, 19% showed some/modest improvement, 25% showed no improvement or worsening of outcome. Analyses of a subset of the total participants ($n=89$) showed similar improvements (Freeman 2010) Age (younger at baseline), IQ, adaptive behavior, and ASD severity were correlated

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		multiple settings		on impairments of a specific child G2: Mean 17.9 \pm 12.3 hours/week of school based services and <10 hours/week of behavioral intervention; community based interventions including low intensity ABA, speech therapy, occupational therapy, behavioral consultation	with outcome; IQ was strongest predictor, accounting for 5-12% of the variance in outcomes (Perry 2011); in sub-set analysis (Shine 2010), duration of intervention also associated with better outcomes <ul style="list-style-type: none"> In 151 participants with parental stress data available, higher maternal stress at baseline was correlated with lower child adaptive behavior skills at end of intervention ($p < .01$) (Shine 2010) ASD severity improved for G1 vs. G2 as did Vineland composite standard and ratio scores and IQ estimates (p values $\leq .033$, effect sizes ranging from 0.53 to 0.83); 19 point difference in IQ at end of intervention in favor of G1 Younger age at intervention and higher adaptive skills associated with better outcomes; adaptive skills also associated with better outcomes for G2. Duration of intervention became nonsignificant after intervention type was entered into statistical models (Flanagan 2012)
Itzchak et al. 2011 ^{10, 11} Israel G1: ABA-based approach, 45/45 G2: Eclectic approach, 33/33 Quality: Fair	G1: 25.1 \pm 3.9 G2: 26.0 \pm 4.6 G1: 72.2 \pm 19.2 G2: 73.3 \pm 22.2	G1: Psychology or special education master's trained board certified behavior analysts, trained therapists, speech language pathologists, occupational therapists, preschool teachers G2: Clinical psychologist,	G1: NR G2: NR	G1: 20 hours/week for 12 months, 1:1 intervention with focus on language, play, social, emotional, academic, adaptive skills, and reducing inappropriate behavior G2: 19 hours/week for 12 months, 1:1 intervention and parental involvement in	<ul style="list-style-type: none"> Overall high level of diagnostic stability from baseline to end of 12-month intervention: 91% of children retained autism diagnosis. Classification improved for 3 G1 and 2 G2 participants and deteriorated for 2 children in G1 Cognitive abilities (Mullen Scales) and overall Vineland raw scores improved in both groups ($p < .001$) over time; no significant differences between groups at followup; overall Vineland standard scores improved for both groups ($p < .05$) Vineland motor skills domain decreased over time for both groups ($p < .001$) Children in G1+G2 with lower severity

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		special education preschool teacher, speech language pathologist, occupational therapist, cognitive trainer, music therapist, teacher's aids G1+G2: Autism-specific preschools		intervention 1 day/week; overall treatment integrated developmental approaches	(ADOS) improved significantly more than those with higher severity on cognitive and adaptive measures; both groups declined on measures of motor skills, with greater decline for those with higher severity <ul style="list-style-type: none"> G2 participants with lower severity improved significantly on Vineland communication and socialization measures compared with G1 ($p < .001$) In analyses combining G1 and G2, higher cognitive abilities at baseline, particularly verbal abilities, and older maternal age were associated with greater adaptive skills at followup ($p < .05$) Among those with greater severity, greater verbal ability was associated with better adaptive skills at followup ($r = .672$, $p < .001$) Cognitive gains were greater for those with lower severity ($p < .01$) and older, more educated mothers (p values $< .001$, $.05$); younger children had a better chance of cognitive improvement with intervention ($p = \text{NS}$)
Kovshoff et al. 2011 ^{12, 13} UK G1: EIBI (publicly-funded or privately purchased), 23/23 G2: Usual care, 21/18 Quality: Poor	G1: 35.7 \pm 4.0 G2: 38.4 \pm 4.4 G1: 61.43 \pm 16.43 G2: 62.33 \pm 16.64	G1: Trained behavior analysts and special educators G2: NR G1: Home G2: Community-based interventions	G1: NR G2: NR	G1: Mean 25.6 hours/week 1:1 teaching for 24 months, ABA-based intervention using discrete trial training in natural environment to improve, language, social skills, behavior G2: Hours of intervention over 24 months NR, intervention	<ul style="list-style-type: none"> Groups differed significantly on age at baseline ($p < .05$) IQ, mental age, and language comprehension improved significantly for G1 vs. G2 after 24 months of intervention ($p \leq .05$); effect size for IQ change=0.77 Vineland daily living and motor skills scores improved for G1 vs. G2 ($p < .05$) but composite, communication, severity, and socialization scores did not differ significantly between groups at the 24 month followup Parents noted more positive social behavior for G1 vs. G2 at the 24 month followup

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				included speech therapy, PECS, TEACCH, medications, and other approaches as provided in the community	<ul style="list-style-type: none"> Intervention responders had higher IQ, higher mental age, higher Vineland composite, communication, and socialization scores, lower motor skills, more behavior problems, and more autistic symptoms and fewer hours of intervention in Year 2 At followup of 41 participants 2 years after the end of the 24-month intervention, 14/23 G1 and 4/18 G2 children in mainstream education settings ($p=.013$), most receiving some 1:1 support At 2-year followup no significant group differences in IQ, adaptive behavior, communication, socialization, or behavior; more G1 participants achieved standard score on receptive language measure vs. G2 ($p=.048$) In analyses of G1 participants in privately purchased vs. publicly funded EIBI programs, IQ declined for the publicly funded group compared with the control or privately purchased participants ($p<.0001$); privately purchased participants maintained IQ and adaptive behavior gains from end of intervention to the 2 year followup. Publicly funded group had more severe ASD symptoms, lower adaptive behavior, and received less intensive intervention than the privately purchased group

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Parent Training					
Roberts et al. 2011 ¹⁴ Australia G1: Individualized home-based program, 34/27 G2: Small group center-based program combined with parent training and support group, 33/29 G3: Waitlist, 28/28 Quality: Good	Age: G1: 41.5 G2: 43.1 G3: 43.7 IQ: G1: 57 ± 11.7 G2: 66 ± 17.7 G3: 63.3 ± 15.5	G1+G2+G3: Multidisciplinary teams of teachers, speech pathologists, occupational therapists and psychologists G1: Home G2: Center G3: home/center	G1: NR G2: Yes G3: NA	G1: 2 hour visit every 2 weeks, 20 sessions max, 40 weeks duration, focused on communication, social skills, adaptive functioning and psychopathology, parent stress G2: weekly 2 hour sessions, 40 weeks duration, six playgroups of 4–6 children, with six concurrent parent support and training groups, focused on communication, social skills, adaptive functioning and psychopathology, parent stress G3: Waiting list	<ul style="list-style-type: none"> Significant greater improvement in Reynell comprehension standard score for G2 compared to G1 (-7.3; 95% CI: -13.9 to -0.7, p=0.02) Greater improvement for expression standard score of the Reynell for the G2 compared to G1 (-3.0; 95% CI: -9.0, to 2.9, p=0.31) Reynell standard comprehension and expression scores G3 performed better than G1, but not significantly For the Reynell standard comprehension and expression scores G2 performed better than G3 but not significantly. G3 improved significantly more G1 on the Vineland socialization scale There were no statistically significant differences among the three groups for other child outcomes. When analyses were limited only to children with autism spectrum diagnoses, the magnitude of the effects increased but the presence or absence of statistical significance did not. Parent outcomes: Parenting: statistically significant differences favoring G2 vs. G1 No significant difference between groups for stress
Strauss et al, 2012 ^{15, 16} Italy G1: Staff and parent mediated EIBI, 24/24 G2: Eclectic, 20/20 Quality: Good	G1: 55.67 ± 17.63 G2: 41.94 ± 13.07 GMDS-ER GQ G1: 55.65 ± 20.06 G2: 74.29 ±	G1+G2: Staff and parents G2: Parents G1: Treatment center and home G2: Home	G1: No G2: No	G1: For 12 months, alternated between one week of 25 hours of therapist-led center-based intervention and 3 weeks of an average of 14 hours/week parent-led home	<ul style="list-style-type: none"> Compared to G2, children in G1 showed significant decrease in autism symptom severity, increases in language production and mental development Compared to G1, children in G2 had improved parent-reported socialization and motor skills In G1, older children achieved better adaptive behavior outcomes; younger

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	29.37			<p>intervention. Focus on individual skills, problem behaviors, and facilitated play and social interaction</p> <p>G2: In-home developmental intervention and cognitive behavioral treatment for approximately 12 hours/week. Focus determined by staff expertise and preferences.</p>	<p>children made more gains in early language comprehension and production. Children who gained more language comprehension had higher adaptive behavior scores pre-treatment. Pre-treatment language comprehension predicted post-treatment language production</p> <ul style="list-style-type: none"> • In G2, higher pre-treatment mental development state and early language skills predicted better outcome on adaptive behaviors. Initial higher adaptive behaviors predicted better post-treatment early language comprehension. • In both groups, child outcomes on early language skills, mental developmental state and adaptive behaviors were significantly influenced by parental stress, child ability to respond correctly to prompts, number and difficulty of treatment targets, and child problem behaviors in sessions. The predictive power of parental stress on outcome autism severity was modified by perception of difficult child, with higher perceptions of difficulty associated with lower decreases in autism severity • Less parent inclusion in treatment provision resulted in decreased perceptions of a difficult child and less parental stress
<p>Keen et al. 2010¹⁷ Australia</p> <p>G1: Professional parent intervention, 17 families/NR G2: Self-directed video based parent intervention, 22 families/NR</p>	<p>G1: 36.38 \pm 7.54 G2: 35.71 \pm 6.92</p> <p>G1: 53.06 \pm 9.06 G2: 52.86 \pm 6.53</p>	<p>G1: Doctoral students (facilitator) G2: DVD-led curriculum</p> <p>G1: Workshop / home</p>	<p>G1:NR G2:NR</p>	<p>G1: 2-day parent group workshop and a series of 10 home-based consultations 10 X 1 hour home-visits which occurred twice-weekly over 5–6 weeks, focused on parental stress, child</p>	<ul style="list-style-type: none"> • G1 showed significantly greater improvement on social communication at follow-up than G2 regardless of values at baseline • Parents low in self-efficacy at baseline demonstrated relatively higher levels of self-efficacy if they received G1 vs. G2 • G1 reduced child-related stress relative to G2 for both mothers and fathers

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Quality: Good		G2: Home		communication G2: Self-directed parent intervention group received an interactive instructional DVD "Being Responsive: You and Your Child with Autism" lasting for 6 weeks, focused on parental stress, child communication	<ul style="list-style-type: none"> Fathers reported higher levels of stress than mothers in both groups Behavior sample scores at follow-up not affected by group condition All outcomes are based on parent report
Oosterling et al. 2010 ¹⁸ G1: Nonintensive parent training+specialized preschool, 40/36 G2: Specialized preschool, 35/31 Quality: Fair	G1: 35.2 \pm 5.5 G2: 33.3 \pm 6.4 G1: 58.4 \pm 16.8 G2: 58.0 \pm 16.9	G1: Parents G2: Preschool teachers G1: Home G2: Preschool	G1: NR G2: NA	G1: Parents received 4 two-hour training sessions plus 3 hour home visits every 6 weeks for 12 months focusing on promoting joint attention and language skills; children also received standard preschool care as noted below (mean 5.2 periods in preschool/day, mean 70.9 \pm 131.2 minutes of therapies in preschool/week) G2: Specialized daycare or medical nursery for children with developmental issues; both provide individualized	<ul style="list-style-type: none"> No between group differences on language development after 12 months of intervention, though language skills within groups improved over time No differences in CGI-Improvement scores (G1: 57% much improved, G2: 52% much improved) No significant effects on parenting skills in either group; engagement, early social communication precursors, parental skills not found to be mediators of effects. DQ not a significant moderator

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				speech, motor, music, and play therapy with variable levels of parental support (mean 4.2 periods in preschool/day, mean 76.4 \pm 112.8 minutes of therapies in preschool/week)	
Rogers et al. 2012 ¹⁹ US G1: Parent-delivered Early Start Denver mode (ESDM), 49/49 G2: Community treatment as usual, 49/49 Quality: Fair	G1: 21.02 \pm 3.51 G2: 20.94 \pm 3.42 G1: 64.88 \pm 17.22 G2: 63.08 \pm 15.93	G1: Credentialed therapists trained in ESDM methodology G2: Community-based interventionists G1: University clinics 60-minute session weekly for 12 weeks G2: Interventions available in community	G1: Yes G2: NR	G1: 60-minute session weekly/12 weeks, ESDM intervention using parent training in increasing child attention and motivation; sensory social routines; engagement and joint activity; nonverbal communication; imitation skills; joint attention; speech development; using antecedent-behavior-consequence relationships; prompting, shaping, and fading techniques; conducting functional assessments to develop new	<ul style="list-style-type: none"> At followup, G1 received mean 1.48 hours treatment/week G2 received 3.68 ($p < .05$) G2 had more severe social affect symptoms at baseline, poorer imitation and nonsocial orienting scores compared with G1 ($p < .05$) No significant group differences on ADOS scores or measures of development at followup Measures of parent acquisition of parent-child interaction skills did not differ between groups at followup Social orienting and imitation skills were not found to be moderators of outcomes; increased hours of intervention and younger child age were significantly associated with improved developmental and vocabulary scores in a pooled analysis ($p \leq .05$). In analyses by group, age and hours of intervention associated with improvements in vocabulary for G1 ($p \leq .05$)

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				interventions G2: Community interventions as selected by parents	
Dawson et al. 2012 ^{20, 21} US G1: ESDM, 24/24 G2: Community-based interventions, 24/21 Quality: Good	G1: 23.9 \pm 4.0 G2: 23.1 \pm 3.9 G1: 61.0 \pm 9.2 G2: 59.4 \pm 8.6	G1: Trained therapists, clinical psychologist, speech language pathologist, developmental behavioral pediatrician, parents G2: Community-based therapists	G1: Yes G2: NR	G1: Mean 15.2 \pm 1.4 therapist-delivered hours/week + mean 16.3 \pm 6.2 parent-delivered hours/week for 24 months, intervention focused on interpersonal exchange, positive affect, shared engagement with real life materials/activities, communication, and adult responsiveness to child cues G2: Mean 9.1 hours/week of individual therapy and 9.3 of group delivered interventions, potentially including speech language and occupational therapy, developmental preschool	1 year outcomes: <ul style="list-style-type: none"> Significantly greater improvement in IQ for G1 (154 vs. 22 points) compared with G2 No adaptive behavior differences 2 year outcomes: <ul style="list-style-type: none"> Significantly more improvement in G1 vs. G2 on IQ; receptive language, and expressive language Adaptive behavior improvements in both groups (all domains except socialization); significantly greater improvements in G1 No change in ADOS severity scores or repetitive behavior Diagnostic shift toward milder diagnosis (PDD-NOS) greater for ESDM group No differences between groups in EEG measurements of perceptual face processing EEG measures of engagement/cognitive processing comparable to those of typically developing children for G1 children with usable EEG data; 11/15 G1 participants and 4/14 G2 showed faster neural response to faces vs. objects

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Reed et al. 2012 ²² UK G1: ABA, 14 G2: Special nursery, 21 G3: Portage, 18 G4: Local authority-developed parent training, 13 Quality: Poor	G1: 39.0 \pm 6.9 G2: 41.5 \pm 4.0 G3: 39.5 \pm 6.3 G4: 40.2 \pm 6.3 G1: 55.1 \pm 17.3 G2: 52.2 \pm 17.1 G3: 54.0 \pm 15.4 G4: 51.7 \pm 14.5	G1: Board certified behavior analysts or Complete Application of Behavior Analysis to Schools-trained individuals, trained tutors G2: Post-graduate special education teachers, learning support assistants G3: Graduate level Portage supervisor G4: Educational psychologist, trained teaching assistants G1: Home G2: Preschool G3: Home G4: Home	G1: Yes G2: Yes G3: Yes G4: NR	G1: Mean 30.4 hours/week for 9 months, 1:1 discrete trial based intervention G2: Mean 12.7 hours/week for 9 months, group-based intervention focused on social, motor, and other skills, some TEACCH elements G3: Mean 8.5 hours/week for 9 months, 1:1 intervention G4: Mean 12.6 hours/week for 9 months, 1:1 child training plus parent-delivered intervention	<ul style="list-style-type: none"> Scores on cognitive and adaptive measures were not significantly different among groups Scores on British Abilities Scale improved for G1 vs. G2-G4 ($p < .05$) Composite change scores (mean of change scores on cognitive, adaptive, and educational measures) were not statistically significantly different across groups, although G1 vs. G2-G4 and G2 vs. G3-G4 approached significance ($p < .06$) Composite change scores were inversely related to initial ASD severity for G2-G4 but positively related for G1; the strength of that relationship only differed significantly between G1 and G3 ($p < .05$) As time in intervention increased, composite scores improved for G2-G4 but worsened for G1 ($p < .05$). No differences were found in the amount of improvement between G2-G4
Landa et al. 2012 ^{23, 24} US G1: Assessment Evaluation and Programming System for Infants and Children (AEPS) curriculum+additional joint attention and social interaction opportunities, 25/24	G1: 28.6 \pm 2.6 G2: 28.8 \pm 2.8 G1+G2: 60.1 \pm 11.9	G1: Trained interventionist + parent G2: Trained interventionist + parent G1+G2: Specialized clinic classroom	G1: Yes (AEPS), NR (additional joint attention) G2: Yes	G1: Mean 205.66 \pm 18.63 hours of intervention over 6 months, intervention included elements of discrete trial training, pivotal response training, routines-based interaction, augmented	<ul style="list-style-type: none"> Greater socially engaged imitation in G1 compared with G2 at end of intervention and at 6-month followup (effect size=0.86, $p < .01$); growth occurred during intervention period vs. followup period Initiations of joint attention did not differ significantly between groups at the 6-month followup, though each group improved over time Measures of expressive language and nonverbal cognition did not differ between groups at the 6-month followup

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G2: AEPS curriculum, 25/24 Quality: Good				communication, and visual cues and structure + orchestrated opportunities for initiation of joint attention(IJA), shared positive affect (SPA), and socially engaged imitation (SEI) G2: Mean 196 \pm 21 hours intervention over 6 months, intervention included elements of discrete trial training, pivotal response training, routines-based interaction, augmented communication, and visual cues and structure	<ul style="list-style-type: none"> At long-term followup of G1+G2 (n=34) at mean 37.6 months after end of intervention (mean age=72.6 \pm 17.5 months), IQ and Vineland communication scores increased from baseline (mean change 21.4 \pm 22.9, effect size=1.02, p<.001 and 12.7 \pm 19.4, effect size=0.81, p<.001, respectively) No change in symptom severity (ADOS) at the long-term followup
Pajareya et al. 2011 ²⁵ Thailand G1: DIR/Floortime, 16/15 G2: Usual care, 16/16 Quality: Fair	G1: 56.6 \pm 10.1 G2: 51.5 \pm 13.9 NR	G1: Clinician trained in rehabilitation medicine G2: NR G1: Parents (attended one day training workshop, received 3-hour DVD lecture, and had two one-hour home visits with a	G1: Yes G2: NR	G1: Parent-administered DIR/Floortime for an average of 15.2 hours/week for 3 months. Intervention focused on following child's cues related to communication and engagement G2: 3 months of usual care interventions	<ul style="list-style-type: none"> G1 improved significantly on the Functional Emotional Assessment Scale compared with G2 (p=.045) CARS scores decreased (improved) for G1 vs. G2 (mean change 2.9 vs. 0.8, p=.004) G1 scores on parent-rated measure of emotional development significantly improved compared with G2 (mean change 7.7 vs. 0.8, p=.007)

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		trainer) G2: Community-based interventions			
Carter et al. 2011 ²⁶ US G1: More than Words, 32/29 G2: Control, 30/26 Quality: Fair	G1: 21.11 \pm 2.71 G2: 21.51 \pm 2.82 G1& G2: NR	G1+G2: Speech / language therapist G1+G2: Clinic , Home	G1: Yes G2: NR	G1: 8 group sessions with parents only and 3 in-home individualized parent –child sessions over 3.5 months, focused on enhancing parental responsivity and child communication G2: No treatment /treatment as usual	<ul style="list-style-type: none"> • No treatment effect on parental responsivity • G1 showed differential effects on child communication depending on a baseline child factor • Children with lower levels of baseline object interest exhibited facilitated growth in communication • Children with higher levels of object interest exhibited growth attenuation
Aldred et al. 2011 ^{27, 28} UK G1: Parent training in social communication intervention plus community intervention, 14/14 G2: Community intervention, 14/14 Quality: Good	G1: 51.4 \pm 11.8 G2: 50.9 \pm 16.3 NR	G1: Speech language therapists, parent G2: Routine care as provided in community— speech pathologists, behavior analyst G1: Clinic, home G2: Community	G1: Yes G2: NR	G1: Suggested 30 minutes/day parent training, parents received monthly training for 6 months followed by training ~2 months for 6 months, intervention focused on facilitating communication via parental sensitivity and responsiveness,	<ul style="list-style-type: none"> • G1 showed improvements in ADOS scores, social interaction, expressive language, child communication acts during interaction • No adaptive behavior differences or differences in parenting stress between groups • Language gains particularly prominent in younger, lower functioning children • Increased parental synchrony (communication which maintained vs. redirected or controlled child responses) in G1 associated with reduction in child ADOS score (decreased impairment,

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				adapted communication strategies, consolidation, elaboration + routine care G2: Intensity NR, routine care including speech pathology, ABA-based treatment	p=.014); reduction in synchrony for G2 and small increase in mean ADOS scores <ul style="list-style-type: none"> In tests of mediation, change in parental synchrony accounted for 34% of total treatment effect on ADOS outcome
McConkey et al., 2010 ²⁹ UK G1: Keyhole EIBI program, 36/35 G2: Control, 26/26 Quality: Poor	G1: 2.8 years G2: 3.4 years NR	G1+G2: Early intervention therapists G1+G2: Home	G1: NR G2: NR	G1: 15–18 home visits over a nine-month period in 2 separate geographical areas, focus on child communication, parental stress G2: 5 home visits (n=15) and no additional services or supports (n=11), focus on child communication, parent stress	<ul style="list-style-type: none"> G1 showed significant improvements on different indices of communication than G2 Mothers improved on measures of health G1 more than G2 but not of stress higher percentage of parents in G2 reported the children were improving on language and imitation at Time 1 compared to G1 but the percentages were comparable at Time 2 Only parents in G1 reported significant improvements from Time 1 to Time 2 on language, imitation and relating to others Both groups improved on ratings of improvements in play On all the Vineland measures, the standard deviations rose markedly at Time 2 for children in G1 but not for G2

Author, Year, Country Groups, N Enrollment/N Final Study Quality	Age, Mean Months \pm SD IQ, Mean \pm SD	Intervention Provider Intervention Setting	Intervention Manualized?	Intervention Intensity, Duration, And Focus	Key Outcomes
Wong et al., 2010 ³⁰ China G1: Early intervention, 9/9 G2: Control, 8/8 Quality: Poor	G1: 25.33 \pm 6 G2: 27.88 \pm 5.57 G1: 17.85 \pm 4.16 G2: 17.91 \pm 4.49	G1+G2: Trained interventionists G1+G2: Clinic	G1: NR G2: NR	G1: Ten 30-min sessions for 2 weeks with focus on communication, social interaction, parent stress G2: Starting from Week 5 with the same 10-session intervention, with focus on communication, social interaction, parent stress	<ul style="list-style-type: none"> • No significant group difference on communication, reciprocal social interaction or symbolic play • No between group differences on parent observation on language and relationship to people • No group difference on the total parent stress scores

ABA-applied behavior analysis; AEPS- assessment evaluation and programming system for infants and children; ADOS- autism diagnostic observation schedule; ASD- autism spectrum disorder; CARS-Childhood Autism Rating Scale; CI-confidence interval; DIR- Developmental, Individual Difference, Relationship-based (DIR®) Model; DTT- discrete trial training; DQ- developmental quotient; EEG- electroencephalogram; EIBI- early intensive behavioral intervention; ESDM- Early Start Denver Model; G-group; IJA- initiation of joint attention; LEAP- learning experiences and alternate program for preschoolers and their parents; N-number; NR-not reported; SD- standard deviation; SEI- socially engaged imitation; SPA- shares positive affect; PECS- picture exchange communication system; PDD-NOS-Pervasive Developmental Disorder-Not Otherwise Specified; TEACCH- treatment and education of autistic and related communication-handicapped children

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Appendix G. Applicability Tables

Table G-1. Applicability of Early Intensive Behavioral and Developmental Intervention Studies

Domain	Description of applicability of evidence
Population	Studies included both toddlers and preschool children (i.e., children from 2-5 years; range of mean ages: 20.94 – 55.7 months). Baseline cognitive, language, and adaptive scores typically fell within the impaired range, reflecting characteristics of young children with ASD in the community. Most participants were male. Where reported, other population demographic characteristics were mixed regarding race, ethnicity, language spoken, parental education level, and socioeconomic status.
Intervention	Interventions included early intensive behavioral intervention without (EIBI) and with (Parent training) large parent training components. Approaches ranged in terms of manualization, techniques (e.g., DIR vs. TEACCH), provider, setting (i.e., school vs. home; individual vs. group), frequency, and intensity. 14/20 studies provided at least 6 months of treatment and 8/20 provided at least a year.
Comparators	Comparators included eclectic interventions, “treatment as usual” in the community, lower levels of manualized treatments, providing manuals with no additional training/support, special education preschool curricula, DVD-based parent training, and parent support. As in the intervention groups, comparators varied by setting, provider, frequency, and intensity, all of which were inconsistently documented.
Outcomes	Studies commonly assessed IQ, language, autism severity, and adaptive behavior outcomes after anywhere from 2 weeks to 2 years of intervention. Many studies found that both groups improved in IQ, adaptive behavior, and language/communication skills. Others found differential treatment effects. Because most studies compared one treatment to another without controlling for frequency or intensity, it is not always clear whether improvement is due to receiving any treatment vs. specific treatment modalities. Some evidence emerged that baseline age, autism severity, language, and cognitive skills interacted with specific treatment types to predict differential outcomes.
Setting	Studies took place in home, clinic, and school settings in the United States, Canada, Israel, China, Sweden, Italy, Norway, the Netherlands, Australia, Thailand, and the United Kingdom. Participants were assigned to treatment groups in a variety of ways including random assignment, parental preference, educational system and governmental decisions, geographical location, and availability of services.

Table G-2. Applicability of Social Skills Studies

Domain	Description of applicability of evidence
Population	Studies typically included school-aged children (i.e. children from 4-13), typically male, diagnosed with high-functioning autism, with baseline cognitive scores typically within the average range, even though some studies also included children and classified them as high-functioning as long as they met an IQ score cutoff of 70 or above. The populations studied generally only reflect the IQ and language characteristics of school-aged children with ASD without concomitant cognitive and/or language deficits in the community.
Intervention	Social skills interventions varied widely in terms of scope and intensity. Examples included a few studies that replicated interventions using the manualized Skillstreaming model; a few studies that incorporated peer-mediated and/or group-based approaches; and interventions that focused on emotion identification and theory of mind training. The studies also varied in intensity, with the majority of the studies consisting of 1-2 hour sessions/week lasting for approximately 4-5 weeks; however, some of the group-based approaches lasted for 15-16 weeks.
Comparators	Comparators were varied but the majority of studies included a wait-list control group. Other comparative interventions included revised or updated versions of previously utilized interventions or variations of group makeup (i.e. peer group only versus peer group with a sibling; child-directed group interaction or peer-directed group interaction).
Outcomes	Studies varied widely in their assessment of outcome measures. Several studies measured learning of new skills specific to the treatment (i.e. Skillstreaming Knowledge Assessment). Several studies utilized parent-report of social skills, including scores on the Social Responsiveness Scale and the BASC-2. Other studies utilized behavioral ratings by staff and/or teachers on the child's social interactions and social network salience. Finally, some studies examined emotion identification. All of the studies were short-term in nature, with follow-up occurring approximately 2-3 months post-intervention, if follow-up was done at all. The results indicated that most studies reported short-term gains in social skills and emotion recognition as reported by parents or within study measures. However, maintenance and generalization of these skills beyond the treatment context had variable results.
Setting	Studies were conducted in the US, Australia, and Europe (The Netherlands) in primarily clinic settings, even though a few group-based interventions were utilized in the school/community setting, and the emotion-identification interventions utilizing media were implemented in the home setting.

Table G-3. Applicability of Studies of Interventions Addressing Conditions Commonly Associated with ASD

Domain	Description of applicability of evidence
Population	Studies included children ages 4-16 with ADOS-confirmed ASD diagnosis and often with primary anxiety diagnosis. Most studies required IQ greater than 70 with children falling in the average range. Children were recruited from a range of sources including outpatient psychiatry clinics, schools, pediatrician's offices, parent and family support groups, university medical clinics and research centers. Children were mostly male, and primarily Caucasian in studies conducted within the US.
Intervention	Interventions consisted of cognitive behavioral therapy (CBT) typically provided on a weekly basis for 60-90 minutes over a period of four months. Interventions were typically manualized and included both children and parents. One study did not examine CBT rather examined parent training as an augmentation to risperidone.
Comparators	Most studies compared CBT to either wait list or treatment as usual controls, and one study compared CBT to social recreational therapy. The study examining parent training augmentation compared participants on risperidone with parent training to those on risperidone without parent training.
Outcomes	Studies primarily targeted anxiety symptoms therefore the outcome measures included various measures of anxiety both at end of intervention and at a follow-up interval of 3 months to one year following termination of intervention. Measures of anxiety most commonly included the Anxiety Disorders Interview Schedule, the Spence Children's Anxiety Scale, the Multidimensional Anxiety Scale for Children and the Clinical Global Impressions-Severity Scale. Several studies additionally measured improvements in adaptive behavior measured by the Vineland Adaptive Behavior Scale as an outcome, and one study measured improvements in emotion regulation as the primary outcome. The study assessing utilization of parent training augmentation of risperidone examined outcomes including irritability, maladaptive behaviors, socialization and communication.
Setting	Studies were primarily conducted in the US with one study conducted in Singapore. Interventions typically occurred in outpatient treatment centers and in the participants' homes.

Table G-4. Applicability of Studies Evaluating Play/interaction-based Interventions

Domain	Description of applicability of evidence
Population	Studies included children between 21 and 75 months of age with confirmed ASD diagnoses. The majority of children were male and were generally recruited from populations of children already receiving intervention in early intervention settings, preschools, or specialty schools. Children in studies were representative of the larger population of children with ASD in early intervention programs.
Intervention	Interventions used approaches focusing on joint attention, with most joint attention interventions using elements of Kasari's 2006 model; play skills/pretend play with a typically developing peer model; imitation; and parental responsivity. On study modified the Hanen More than Words approach. Intervention was mediated by parents/caregivers, teachers, and interventionists.
Comparators	Comparators included early intervention without additional joint attention or interaction training or no specific intervention.
Outcomes	Targeted outcomes included joint attention and engagement, language, play skills, and social skills.
Setting	Studies were conducted in mainstream and ASD-specific preschools, specialty schools, mainstream public schools, and research centers in the US and Norway.

Table G-5. Applicability of Studies Evaluating Other Behavioral Approaches

Domain	Description of applicability of evidence
Population	Studies of neurofeedback included children between the ages of 8-12 years and had IQs in the average range (>70); children were recruited from a special education school and from the community. Studies of sleep interventions included children between 2 and 10 years of age. Participants were drawn from the Autism Treatment Network and from children attending a pediatrics and psychiatry clinic. Participants were generally reflective of the larger population of children with ASD and sleep issues.
Intervention	Interventions included neurofeedback training, a sleep education pamphlet, and CBT with and without melatonin.
Comparators	Comparators included no treatment/waiting list and in one sleep study, melatonin alone, CBT+melatonin, or placebo.
Outcomes	Outcomes in neurofeedback studies included measures of executive function and social and communication skills. Sleep studies assessed sleep parameters including night wakings, time to fall asleep, sleep duration, and sleep anxiety.
Setting	Studies were set in the home and treatment centers in the US, the Netherlands, and Italy.